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Learning English as an international language or not?

**A study of Taiwanese students' motivation and
perceptions**

by

Hsuan-Yau Lai

**A thesis submitted in partial fulfillment of the requirement for
the degree of
Doctor of Education in English Language Teaching and Applied
Linguistics**

Centre for Applied Linguistics

University of Warwick

June 2008

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Acknowledgements

To complete a doctoral thesis requires much hard work and study. I would like to thank all people who have helped and inspired me during my doctoral study.

I want to thank my supervisors, Dr. Ema Ushioda and Dr. Annamaria Pinter for their extraordinary support and guidance throughout my research process. In particular, I am extremely grateful to my first supervisor Dr. Ema Ushioda for her inspiration, patience, and insightful comments and suggestions. Without her, the writing process would not be so smooth and successful. In addition, she was always accessible and willing to help her students with their research.

I also want to express my gratitude to my former colleagues, students, and teachers for their great help and support during my data collection process in Taiwan. Without their help and the participants' cooperation and valuable opinions, I would never have been able to complete this study successfully.

Last but not least, I would also like to thank my parents and friends. Their encouragements and emotional support have carried me through all the highs and lows during my study and meant the world to me.

Declaration

I, Hsuan-Yau Lai, am the sole author of this research thesis submitted in completion of the Ed.D. in English Language Teaching and Applied Linguistics at the Centre for Applied Linguistics. This is my own work and does not contain work by any other author. I absolutely state that none of the material in this research thesis has ever been published.

I also confirm that neither this thesis, nor any work therein, has ever been submitted for a degree at another university, nor has any of this material been submitted for another degree.

 09/06/2008
Hsuan-Yau Lai

Abstract

This research aims to investigate Taiwanese university students' motivation for studying English, changes in their motivation and influences which caused the changes, and their perceptions of the role of English as an international language today. The uniqueness of this study lies in using a mixed methods approach (both qualitative and quantitative) to explore L2 motivation from the perspective of English as an international language (EIL). As well as this, it aims to explore and compare university students' motivation for studying English and perceptions of English today based on their subject difference (English majors versus non-majors; the comprehensive university versus the technology university).

This thesis begins with an introduction to English education at the tertiary level in Taiwan and my motivation for doing this study. After that, it reviews relevant literature of L2 motivation and English as an international language. Then, it discusses the use of a mixed methods approach and three research instruments (the focus group interview, the interviews and the questionnaire). After the data of the three methods are presented, the discussion integrates insights from different data sources where relevant.

The results show that the majority of the students in this research study English because of instrumental and integrative orientation. However, the term 'integrative' in this study has a different interpretation from Gardner's sense of the notion. In terms of motivation changes, the results show that the students' motivation changed because of various influences such as teachers, curriculum, exams, group dynamics and social experiences etc. Another major finding indicates that although the majority of the students and the teachers are aware of the notion of EIL, they are facing a dilemma about following it in the classroom.

Chapter One—Introduction

1.1 The Focus of the Study

Motivation “is a very important, if not the most important factor in language learning” (Van Lier 1996:98). This means that without motivation, learners cannot maintain long-term goals in the language learning process. In the past few decades, there have been many L2 motivation theories and models which have been discussed by scholars. However, perhaps the most influential and initial L2 motivation theory was promoted by Gardner (1985) and his colleagues. As Skehan (1989:61) claims, “[a]lmost all other writing on motivation therefore seems to be a commentary, in one way or another, on the agenda established by Gardner”.

Gardner (1985) claims that learning a L2 is a socially and culturally influenced activity and his socio-educational model aims to explore learners’ motivation from the macro (societal) perspective. The theory focuses on the relationship between motivation and orientation. Two orientations—integrative and instrumental—have become the most important and central key concepts representing Gardner’s work in the field. Although the central notion of Gardner’s (1985) motivation theory—the integrative aspect (integrative

motivation, integrativeness, integrative orientation, integrative motive)—has made the theory rather complex and an enigma, it still enlightens us with some thoughts about a learner's motivation for learning a second/foreign language. As Gardner (2001:5) claims, the variable integrativeness refers to “a genuine interest in learning the second language in order to come closer to the other language community”. Furthermore, he explains that there are different levels of integrativeness: At one level, it refers to being open-minded and appreciating other cultures. At the other level, it implies that learners may want to become a member of the target language community and have the same identification with the community.

However, as the English language is in a unique position today and has become an international language, the notion of integrative motivation has been debated and re-examined (see, for example, Lamb, 2003; Dörnyei et al. 2006). The concept of English as an international language (EIL) promotes the notion that English is not owned by any particular English-speaking countries or people and the notion that there exists a variety of Englishes. Based on the results of their longitudinal study in Hungary between 1993 and 2004, Dörnyei et al. (ibid.) argue that, due to the globalisation effect, the degree of students' ‘integrativeness’

in learning English has decreased substantially and English has become a knowledge-based subject in education.

Following Gardner's footsteps, more researchers have started to investigate foreign/second language learners' motivation from either the micro perspective (cognitive) or both micro and macro (socio-cultural) perspectives and proposed different theories and models since the 1990s (see, for example, Brown, 1994; Dörnyei, 1994; Tremblay and Gardner, 1995; Gardner et al., 1997; Williams and Burden, 1997; Dörnyei and Ottó, 1998; Schumann, 1998; Ushioda, 1998; Noels et al., 2000; Dörnyei, 2001b). Although those scholars explore L2 motivation from various perspectives since it is a multi-faceted and dynamic concept and process, we still can attempt to summarise and divide L2 motivation into two main dimensions—learning orientations (reasons for learning a L2) and the learning process which includes the motivational influences.

This thesis aims to explore Taiwanese university students' (both English majors and non-majors at comprehensive and technology universities) motivation for studying English from the two dimensions mentioned above—learning orientations and the learning process. It investigates the reason why students

study English, the changes in their motivation during the studying process and the motivational influences that affect their learning. Since Gardner (2001) claims that L2 learners are inclined to become closer to the target language community (and even wish to identify with them) and/or have an openness toward other cultures, the thesis also aims to examine this issue further by extending the discussion to the concept of EIL. As the status of English is distinctive today, Taiwanese university students' motivation for studying English may be influenced by their perceptions of English as well. The rationale for having four groups in my study (English majors versus non-majors; comprehensive universities versus technology universities) is because there is meagre research comparing university students' motivation for studying English basing on the subject difference. As well as this, since the orientation for the two kinds of universities in Taiwan—comprehensive university and technology university—is different (see Section 1.2.2 for a detailed comparison), students' motivation for studying English and perceptions of the role of English today may be varied as well. Hopefully the findings of this study which combines L2 motivation with EIL will contribute to our understanding of these issues and generate further research interest in this topic in the field.

1.2 English Education in Taiwan

1.2.1 Grade 1-9 Curriculum (Elementary School and Junior High School)

In Taiwan, although English is taught and studied as a foreign language (an EFL context) not as a main language, because of the increasing importance of English, all Taiwanese students are required to study English as a compulsory subject from third grade in elementary school until they graduate from junior high school since the Ministry of Education launched the new curriculum (Grade 1-9 Curriculum) in 2001 (senior high school is not compulsory in Taiwan). The Grade 1-9 Curriculum which is adopted both by public and private schools divides English studying into two stages: Stage One begins at Grade 3 and ends at Grade 6 (elementary school); Stage Two begins at Grade 7 and ends at Grade 9 (junior high school). The rationale for studying English in the new curriculum is based on the notion that English is an international language. According to the Ministry of Education, because of globalisation and increasing political, economic and cultural interaction in the international community, English is used in many occasions such as IT, technology, industry, business and higher education etc. and has become an international communication tool. Through learning English, students are able to interact with English-speaking communities (or countries) appropriately, and further understand and respect different

countries and cultures in order to become global citizens.

The aims of the new curriculum for English is to develop students' communication skills, promote their interests and motivation, and have a broad view toward today's world in order to deal with different international affairs. To help with this, instead of adopting a teacher-centred approach, the new curriculum aims to create an interactive classroom atmosphere to help student learning and focuses on training for four skills (listening, speaking, reading and writing) of English, and developing basic communicative competence and understanding of culture and social customs. There are three main objectives in the English curriculum:

1. To develop students' English communication ability, so that they can utilise it in a real life setting.
2. To promote students' interests and motivation in learning English, so that they can become an autonomous learner.
3. To promote students' understandings of local and other cultures, so that they can compare and respect the cultural differences. (General Guidelines of Grade 1-9 Curriculum of Elementary and Junior High School Education, 2008: <http://teach.eje.edu.tw>)

The third objective requires elementary school and junior high school students to achieve different competences in the English classroom respectively:

For elementary school students:

1. Understanding major local and foreign festivals and customs.
2. Being capable of using basic English to introduce local festivals.
3. Understanding international manners.
4. Understanding foreign cultures and customs.

For junior high school students:

1. Being capable of introducing local and foreign cultures and customs.
2. Understanding international affairs.
3. Understanding and appreciating different cultures and customs from a multicultural viewpoint. (General Guidelines of Grade 1-9 Curriculum of Elementary and Junior High School Education, 2008: <http://teach.eje.edu.tw>)

As we can see from those objectives and competences for students to achieve above, the English curriculum for elementary school and junior high school in Taiwan seems to place emphasis on promoting the notion of English as an

international language and fostering the students' understanding of local and foreign cultures and international affairs in the classroom. However, interestingly, the curriculum does not really tell us what kind of foreign cultural knowledge (e.g. English native speakers' culture or non-native speakers' culture) the students have to acquire. As well as this, the curriculum also does not address whether the students have to achieve English native speaker communicative competence or not, although it does point out the aspect of "developing basic communicative competence". However, to my knowledge, as I am a Taiwanese and was educated in Taiwan, I perhaps could argue that when Taiwanese refer to foreign cultures in the English classroom, the first impression is likely to be English native speakers' culture (especially American culture), which I will discuss later in Section 1.3.1 (Personal Learning Experience). English native speaker language models (especially American English) and cultural elements have dominated English education in Taiwan substantially.

Although English is already a compulsory subject in elementary school (from third grade) and junior high school, because of the importance and popularity of the language in today's world, many parents are willing to pay extra tuition for their children to have English lessons at private language institutes (or cram

schools) after school. As Yeh (2002:50) claims, "...the teaching of English as a Foreign Language (EFL) to young learners has become a lucrative adventure for Taiwanese entrepreneurs". I vividly remember that when I was an elementary school student about 20 years ago (at that time, English was not a compulsory subject in elementary school), I had three English lessons (totalling six hours) a week at a private English institute because my parents realised the importance of learning the language at an early stage. We can probably surmise that the demand for having private English lessons after school is very high in Taiwan because of the role of English today. However, Yeh (2002) also points out that there is a huge salary difference between Native Speaking (NS) and Non-Native Speaking (NNS) teachers in those private language schools because the employers and parents hold the stereotypical belief that NS teachers are better than NNS teachers. He cites an article which was written by Jan (2000) and published in the Taipei Times arguing that, "many schools are unapologetic about their practices by stating a white face is needed to placate parents' demands. These biases stem from the parents' ignorance and mythical beliefs that white teachers can teach their children better English" (Jan, 2000, cited in Yeh, 2002:51). As we can see from the discussion above, English native speakers still seem to play a role of providing norms and language models in the Taiwanese context.

1.2.2 English Education at the Tertiary Level

Different from the 1-9 Grade Curriculum discussed above, at the tertiary level, every university is given full authority by the Ministry of Education and is recognised as a self-governing individual institution. Since every university can establish their own regulations, curriculum, tenets, colleges etc., it is difficult to analyse the English education at the tertiary level as a whole. However, I will briefly discuss it by looking at a number of universities' websites and based on my knowledge and understanding as a Taiwanese.

There are two main types of university in Taiwan—the comprehensive university (CU) and the technology university (TU). Although some new comprehensive universities were established in recent years, most comprehensive universities were founded before the 1990s and are classified and considered as 'old', 'prestigious' and 'difficult to get in' among many Taiwanese. Those universities are mainly research and theory orientated. For example, one university's objective is "being the leading integrated university in Taiwan and responsible for training researchers..." On the other hand, the second type of university—technology university—aims to incorporate practice and theory. All technology universities were founded after the 1990s due to the demand for

balancing emphasis on theory and practice. According to its website, for example, one such technology university “has been recognized by all sectors of society for its academic and practical achievements in such areas as cooperation with industry, promotion of entrepreneurship, and technology licensing”. Since many technology universities endeavour to attract students by emphasising their pragmatic features, comprehensive universities have also begun to put some practical elements into the curriculum recently. However, overall, comprehensive universities are closer to the academic end and technology universities lean toward the pragmatic end. Although the orientation for both types of university might be different, today most universities have rather similar objectives or visions such as ‘innovative and cosmopolitan for the new century’, ‘globalization’, ‘future-orientated education’ etc. in order to develop students’ skills and ability to face the rapidly changing and competitive global village.

Since the orientation for both types of university is different, the English education focus varies as well. Apart from training for the four skills (listening, speaking, reading, and writing), the English departments in the comprehensive universities put more emphasis on literature and linguistics. One English department (Department of Foreign Languages and Literature) states its main

goals on their website as:

.....through the study of Western languages and literatures, aims to help students discover more about themselves and the world, become more able to explain themselves and their cultures, and gain more control over their futures in an increasingly multilingual and interdependent world. The administrators and teachers of the Department thus work with the students in a cooperative effort, seeking to meet the demands and grasp the opportunities of the global cultural and economic community of which they are all sustaining members.

The students at those English departments (comprehensive universities) may have to study a broad range of Western literature such as the Bible, English and American literature, novels and poetry etc. and linguistic subjects such as phonetics, syntax, semantics, psycholinguistics, socio-linguistics and pragmatics. More recently, due to the popularity of English language teaching, there has been a great demand for TESOL (Teaching English to Speakers of Other Languages) or ELT (English Language Teaching) related subjects such as methods of teaching English or syllabus design which have also been added into the curriculum. Most of these English departments are named as 'Department of Foreign Languages and Literatures', 'Department of English Language, Literature and Linguistics' or 'Department of English'.

Unlike the English departments at the comprehensive universities, the English departments at the technology universities aim to combine English with other foreign languages and practical subjects such as business, information science and translation, apart from consolidating their students' four skills. One English department introduces the modules they offer on the website as "freeing students from the traditional framework of language and literatures learning". These English departments are practice-orientated and aim to help students to "become better adapted to the diverse needs in the job market". In general, these English departments are recognised as 'Department of Applied Languages', 'Department of Applied English' or 'Department of English'.

Apart from those English-major students, all non-English-major students are also obligated to take English lessons (mainly the four skills) as a compulsory subject in either year one or year one and two depending on the university's policy. Many universities even offer some English modules such as travelling English, news English, entertainment English etc. as an optional subject for students to select in year three and four.

As we can see from this section (English Education at the Tertiary Level),

although universities in Taiwan are self-governing individual institutions and can establish their own curriculum, current objectives (or visions) for many universities seem to focus on globalisation and developing their students' skills and ability to face the rapidly changing and competitive global village, which is similar to the rationale for the 1-9 Curriculum as discussed in Section 1.2.1. Nevertheless, although the English departments at the comprehensive universities may address the issue of globalisation and/or using English in a multilingual (or multicultural) setting in their goals, the curriculum still includes some elements of target cultural knowledge. Conversely, the English departments at the technology universities seem to place their emphasis on pragmatic subjects more and enter the 'target language culture free zone'.

Apart from school/university English education, here I would like to briefly extend the discussion of English learning further to the general public in Taiwan. Without any doubt, the importance of English today seems to have a great impact on the working environment as well. Employees in any fields and civil servants are encouraged to improve their English proficiency and are 'highly' recommended to take TOEIC or GEPT (General English Proficiency Test) to have a certificate proving their English ability. Learning English seems to have

become a national activity in Taiwan. According to the Language Training & Testing Center (the institution which is authorised by the Ministry of Education to design and hold GEPT), there have been more than 2.6 million people taking the test since 2000 (The Language Training & Testing Center, 2008: <http://www.gept.org.tw/#>). Numerous private language schools (or cram schools) have been founded and have attracted a lot of Taiwanese to enrol in their preparation programmes for the test. Obviously, not only parents are willing to pay extra tuition for their children to have private English lessons after school as discussed in Section 1.2.1, the general public also highly value the advantages of having good English proficiency and wish to spend time and money learning English.

1.3 Motivation for Conducting the Research

In this section, I will briefly discuss my motivation for doing the study by drawing on my personal English learning and teaching experience.

1.3.1 Personal Learning Experience

Here, I would like to share my English learning experience when I was studying in an applied languages department at a junior college in Taiwan. At the time, we had a number of modules such as ‘English Listening’, ‘English Conversation’,

and 'English Oral Practice'. The subjects seemed both practical and useful. However, the teaching contents focused not only on the skills but also the cultural aspects of the target language countries, especially American culture. For example, there was a dialogue extracted from a conversation, which my teacher and I had, when the final test of the 'English Oral Practice' was taking place.

T: Do you know how the Americans celebrate
Thanksgiving Day?

S: The family (the American family) will get
together and have a big meal (turkey).

T: Why do they celebrate Thanksgiving?

S:

Apparently, my teacher expected me to know about American culture (Thanksgiving Day), even though it was an 'English Oral Practice' class. In addition, some of the textbooks we used were American publications. The contents included American history, society, behaviour, and so on. Due to this, when I studied English in college, I was in fact spontaneously learning about American culture, the target country culture.

1.3.2 Personal Teaching Experience

After I obtained my master's degree in TESOL, I had an opportunity to be a part-time lecturer at a department of applied English of a technology university

in Taiwan. During this period of time, I discovered a number of interesting phenomena.

At the very beginning of each module which I taught, I always asked my students to introduce themselves in English, and their reasons for learning English or choosing the Department of Applied English. Some students said that they wanted to learn English because they thought that English was very powerful and was an international language. Some indicated that they needed to learn English because English was an important criterion for them to be promoted in their company. Other students told me that the reason they learnt English was because they wanted to go abroad, especially the US or UK, to pursue a master's degree and experience the culture. A small number of these students even pointed out some specific countries or universities they would like to go to after they graduated. As one student said in her introduction in English, "I want to go to the States to do my master's degree and live there teaching Mandarin Chinese." Another student said in English: "[a]fter I graduate, I want to go to Edinburgh University to do my master's degree and experience British culture."

Apart from my students' reasons or expectations of learning English, I also

discovered that they were highly motivated and showed interest when I shared my living and studying experience abroad. Many students told me, and believed that the best way to master English was to live in an English-speaking country, talk to the native speakers, and experience the culture.

Apart from what I mentioned above, when I was teaching, I also discovered another interesting phenomenon which was that students' studying motivation tended to change. For instance, when the semester started, students were highly motivated in studying English at the beginning. They were very excited, and studied very hard. However, gradually some of them lost their motivation for studying English because of the grades, teachers, materials, teaching methods, peer pressure, or university policy. At the end of the semester, some students even totally lost their motivation for studying English. The only thing they wanted to do was to pass the exam and get the credit. The phenomenon happened again and again in every semester.

There are a couple of things from the experience which have aroused my curiosity and motivation for conducting this project. Firstly, although I enjoyed studying English in college, I never really thought whether it was appropriate or

necessary to learn target language cultures in an EFL classroom. The only reason we were forced to accept the input was because my teachers believed that learning English required students to understand American culture. After I had an opportunity to explore the notion of EIL, I began to realise that English did not necessarily belong to certain countries and there was a variety of Englishes in the world, which totally opened my eyes and encouraged me to think critically. However, interestingly, some of my students' motivation (or ultimate goal) for studying English was to study in an English-speaking country (preferably the US or UK) and experience the life and culture. Those students also believed that it was the best way to learn good English. I would not say that the motivation is inappropriate since everyone has different reasons for learning English; however, it would be interesting and meaningful to investigate this matter with a large sample of participants and some in-depth analysis.

Secondly, I believe that most teachers would not disagree that motivation is very important in an EFL classroom; however, they may or may not be aware that students' learning motivation might change because of some influences. For instance, from my teaching experience, many students began the English course with high motivation at the beginning of a semester. Nevertheless, some of them

gradually became reluctant to attend the class or even fell asleep during the class due to some influences such as the teacher, the exams (grades), the teaching style, the material or even the time slot. Exploring how students' motivation changes positively or negatively and what influences these changes would be useful for language teachers in many ways.

1.4 Research Methods

A mixed methods approach combining both qualitative and quantitative data was adopted in this research. The three methods are:

- 1) Focus group interview: The focus group interview explores Taiwanese university English teachers' thoughts on their students' motivation for studying English, motivation changes and perceptions of the role of English today including the ownership of English and acquiring target language culture knowledge. Although the major participants for the research are Taiwanese university students, since teachers play an important role in a L2 learning process, the focus group discussion provides in-depth thoughts and functions as a preliminary instrument for the questionnaire design.

- 2) Semi-structured interview: The semi-structured interview investigates

Taiwanese university students' motivation for studying English, changes in their motivation in the studying process and perceptions of the role of English today. Since motivation and perceptions of English are abstract and multi-faceted concepts, a qualitative research method—interview—is well suited to elicit rich data. Similar to the focus group interview, the interview also works as a preliminary tool for the questionnaire.

- 3) Questionnaire: The questionnaire aims to broaden the research scale. Most importantly, the questionnaire items are derived from standardised/published questionnaires and adapted based on the focus group interview data and the interview data, which makes the questionnaire more reliable and valid for my context. A statistical analysis—ANOVA (analysis of variance)—was employed to explore the relationship among different groups (English majors and non-majors at the comprehensive university and the technology university).

The focus group interview data and the interview data were analysed before finalising the questionnaire. The questionnaire data were later integrated with both focus group interview data and interview data for discussion

(interpretation).

1.5 Organisation of the Thesis

This thesis consists of six chapters:

- 1) Chapter One Introduction:** The introduction chapter explains the focus of the study, my motivation for doing the research and provides some background information—English education at the tertiary level in Taiwan.
- 2) Chapter Two Literature Review:** This chapter reviews relevant literature related to both L2 motivation and EIL theory.
- 3) Chapter Three Research Methodology:** This chapter explains the reasons why I adopted a mixed method approach and presents the details of the research questions, the instruments and the administration followed by some discussion of the limitations.
- 4) Chapter Four Findings:** Chapter four analyses and interprets the research data generated from those three methods—focus group interview, interview and questionnaire.
- 5) Chapter Five Discussion:** The discussion chapter integrates and discusses both qualitative and quantitative data by drawing on some relevant literature.
- 6) Conclusion:** The final chapter concludes the thesis by discussing some implications for research and teaching practice and giving some

recommendations.

1.6 Summary

To summarise, this chapter firstly discussed the focus of the study. Secondly, it gave some background information about English education at the tertiary level in Taiwan and interpreted my motivation for doing this project. After that, the research methods and the organisation of the thesis have been outlined. The next chapter will review some relevant literature about L2 motivation and EIL theory.

Chapter Two—Literature Review

In this chapter, I will review relevant L2 motivation and English as an International Language (EIL) literature for my study. Firstly, I will begin with orientations for learning an L2 by drawing on Gardner's (1985; 2005) motivation theory and Deci and Ryan's (1985; also see Ryan & Deci, 2000) self determination theory. Some EIL literature will be discussed and integrated when critiquing Gardner's notion of integrativeness in this section. Secondly, there will be a discussion about motivation as a socially mediated process. Thirdly, the concept of L2 motivation as a process rather than a fixed attribute will be explored. After that, I will briefly summarise the focus of the study and the research questions.

2.1 Orientations for Learning an L2

2.1.1 Gardner's Motivation Theory

Gardner's motivation theory has been influencing the L2 motivation field profoundly for decades. Gardner's (1979: 193-4) conceptualisation of the theory derived from his belief that the nature of Second Language Acquisition (SLA) is unlike learning other school subjects and entails acquiring "symbolic elements of a different ethnolinguistic community" as a "central social psychological phenomenon" (also see, for example, Gardner, 1985; Williams, 1994; Williams

& Burden, 1997). According to Gardner (2001), motivation includes three elements—effort (effort to learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language). The role of orientations which Gardner refers to as a ‘goal’ aims to arouse motivation and direct it to reach the goals (Gardner, 1985). Two famous orientations—integrative orientation and instrumental orientation—were introduced by Gardner and his associates and have been discussed and explored in L2 motivation research extensively. According to Gardner (1985), integrative orientation refers to a positive attitude toward the L2 community and the desire to get close to the community and even become a member of the community. As a counterpart of integrative orientation, instrumental orientation is defined as learning an L2 for some pragmatic reasons such as getting a better job or a higher salary.

The most influential and well-known core embodiment of Gardner’s motivation theory is perhaps the socio-educational model. The model was firstly proposed by Gardner and Smythe (1975) and has undergone a number of changes since then (see, for example, Gardner, 1985; Gardner & MacIntyre, 1993; Gardner, 2000; Gardner, 2005). The integrative dimension (integrativeness, integrative

motivation, integrative motive and integrative orientation) in this model has given many scholars confusion in the past decades. As Dörnyei (1994b) argues, the terms integrative motive/motivation, integrativeness and integrative orientation are confusing and seem to be interchangeable. As well as this, the definition of integrativeness seems to vary slightly from time to time. For instance, it refers to the individual's willingness and interest in social interaction with members of other groups (Gardner & MacIntyre, 1993:159). In another Gardner article, the definition reflects "a genuine interest in learning the second language in order to come closer to the other language community" (Gardner, 2001:5). Furthermore, Gardner (ibid.) explains that integrativeness involves two levels. At one level, it refers to openness towards other cultural groups. At the other extreme level, it involves "complete identification with the community (and possibly even withdrawal from one's original group)". Gardner (2001:1) himself also points out that the term has "slightly different meanings to many different individuals".

Recently, Gardner (2005) has tried to clarify some of the confusion and proposed the latest version of the socio-educational model (see Figure 2.1). In this latest model, he claims that two major variables (Motivation and Ability which

includes intelligence and language aptitude) have a strong link to the individual's achievement in the language learning context and that the individual's motivation to learn L2 is related to two variables—Integrativeness and Attitudes to Learning Situation. Attitudes to learning situation include some elements such as teachers, instructions, curriculum, lesson plans, and evaluation processes. The variable integrativeness which he refers to as an important element in influencing motivation is defined and clarified by him. As he argues:

We never meant *integrativeness* (or *integrative orientation*, or *integrative motive*) to mean one wanted to become a member of the other cultural community, but rather an individual's openness to taking on characteristics of another cultural/linguistic group (Gardner, 2005:7).

The Socio-educational Model

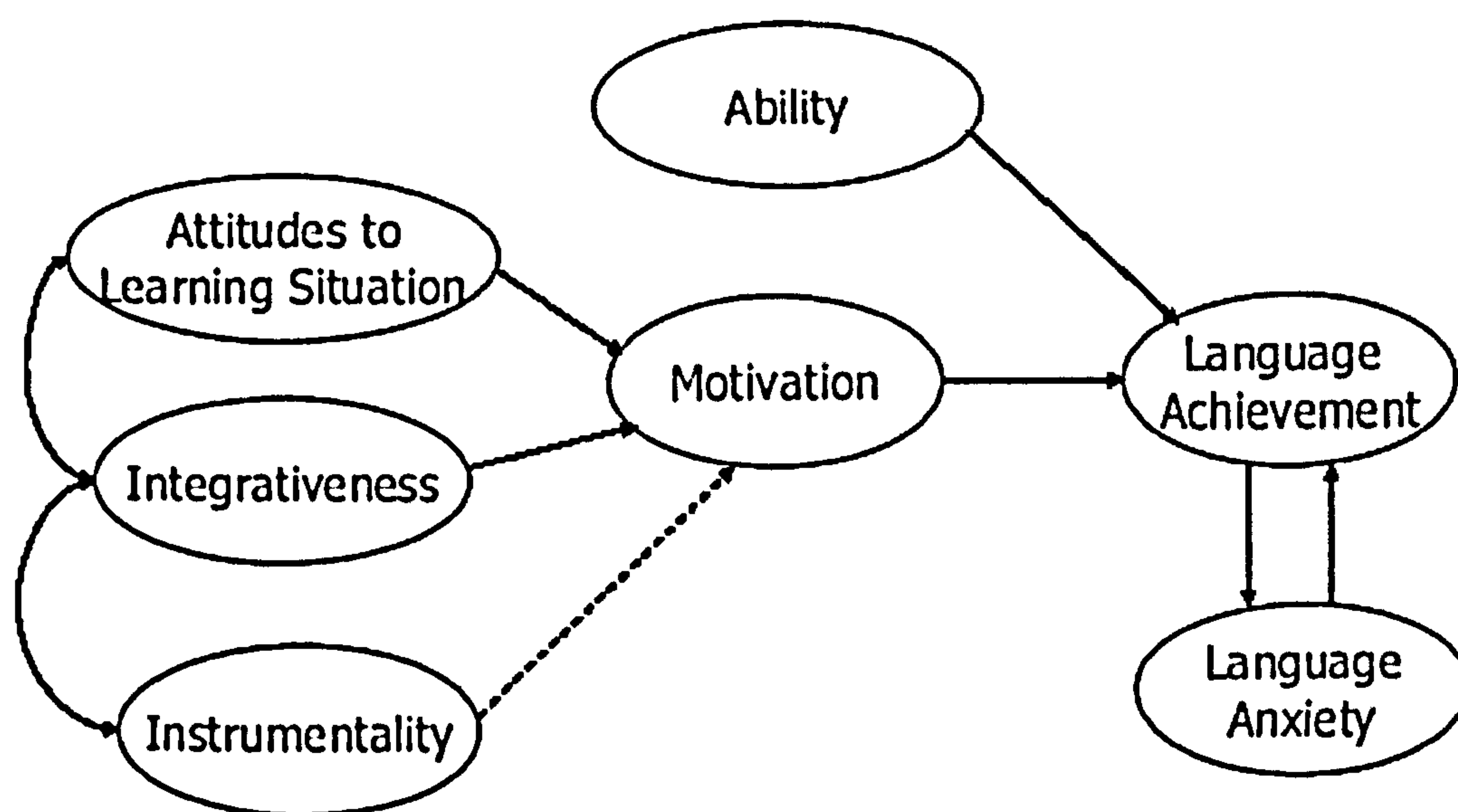


Figure 2.1—Gardner's socio-educational model (Gardner, 2005:6)

Another variable that influences language achievement is Instrumentality which refers to learning a language for practical reasons. According to Gardner (2005), instrumentality and integrativeness are mediated by motivation. Furthermore, he asserts that these three constructs (Attitudes to Learning Situation, Integrativeness and Instrumentality) are positively correlated with one another. In other words, learners with high integrativeness view the language learning situation positively and have high levels of instrumentality.

Apart from motivation and ability, another variable—Language Anxiety—also influences L2 learners' achievement. As we can see from Figure 2.1, there are two directional arrows linking language anxiety and achievement. Gardner (2005) claims that high levels of language anxiety may cause poor achievement and vice versa.

Gardner's socio-educational model has been a pioneering and influential L2 motivation model and has been used to test many hypotheses in the field for more than two decades. However, the core notion of the model—integrativeness—has been criticised by many scholars (see, for example, Smith, 1983a: 2, 5; 1983b: 9; Shaw, 1983: 24, 33; Sridhar & Sridhar, 1992: 97;

Norton, 2000: 10; McClelland, 2000: 109; Yashima, 2000: 131; Lamb, 2004: 3; Dörnyei, 2005: 94-8; Coetzee-Van Rooy, 2006: 437-50; Dörnyei, 2006: 88-89, 143-4; Kachru & Nelson, 2006:87-8). Since English is in a unique position as an international language today, whether the notion of integrativeness is applicable to every English language learner in different educational settings (e.g. EFL) needs to be re-examined. In the next section, I will discuss this issue from the perspective of English as an international language (EIL).

2.1.2 English as an International Language (EIL)

2.1.2.1 The Spread and Ownership of English

According to Crystal (1995), the English language has reached its international status today primarily because of the expansion of the British colonial past and the economic power of the US in the 20th century. Furthermore, Crystal (1997) adds several reasons and explores why people are learning English today from various aspects. Firstly, for historical reasons, because of British or American imperialism, some countries (especially the Outer Circle countries where English is used as a second language) continue to use English as the main and institutional language (e.g. government, law, education institutions and publications etc.). Secondly, for internal political reasons, in some countries (e.g. India), English is used as a communication tool between its different ethnic

groups. Eventually, the local variety of English has been created. Thirdly, for external economic reasons, as mentioned earlier, the US economic power has attracted a lot of international business and trade, which enforces organisations to work with English and be English-dependent. Fourthly, for practical reasons, English is used as an important language for air traffic control, maritime, policing and emergency services. As well as these, it is also the language for conferences and international tourism. Also, for intellectual reasons, most academic information in the world is in English. Finally, for entertainment reasons, English is used for pop music, culture, advertising, satellite broadcasting, home computers, video games, even pornography and drugs. Crystal (1997:61) estimates that there are approximate 670 million people who have a native or native-like command of English. He even continues by saying that

if we go to the opposite extreme, and use a criterion of 'reasonable competence' rather than 'native-like fluency,' we shall end up with a grand total of 1800 million. A 'middle-of-the-road' estimate would be 1200-1500 million, and this is now commonly encountered.

Although Crystal's (ibid.) estimate might be out of date now, it still gives us some implication that the number of English speakers (both native and non-native speakers) is growing considerably. A number of scholars have

proposed different models to conceptualise the spread of English, for example, Strevens's (1992:33) World Map of English, McArthur's (1987) Circle of World English and Modiano's (1999b: 10) English as an International Language. However, the most influential and widely used model perhaps is Kachru's (1992b:356) three concentric circles (the Inner Circle, the Outer Circle and the Expanding Circle) of World Englishes (see Figure 2.2).

The Inner Circle includes countries where English is used as a first language (a mother tongue) such as the US, the UK and Australia and which are normally said to be 'norm-providing' in the field of SLA and English Language Teaching (ELT). In the Outer Circle countries such as India, the Philippines and Singapore, English is used as a second language. Many of the Outer Circle countries were colonies of the Inner Circle and have indigenised (or localised) varieties of Englishes today. Those countries are recognised to be 'norm-developing'. The Expanding Circle refers to countries where English is studied as a foreign language and is used for international communication, for example, Taiwan, Japan, or Korea. Those countries are 'norm-dependent' i.e. relying on the Inner Circle's norms (also see, for example, Jenkins, 2003; Kachru & Nelson, 2006).

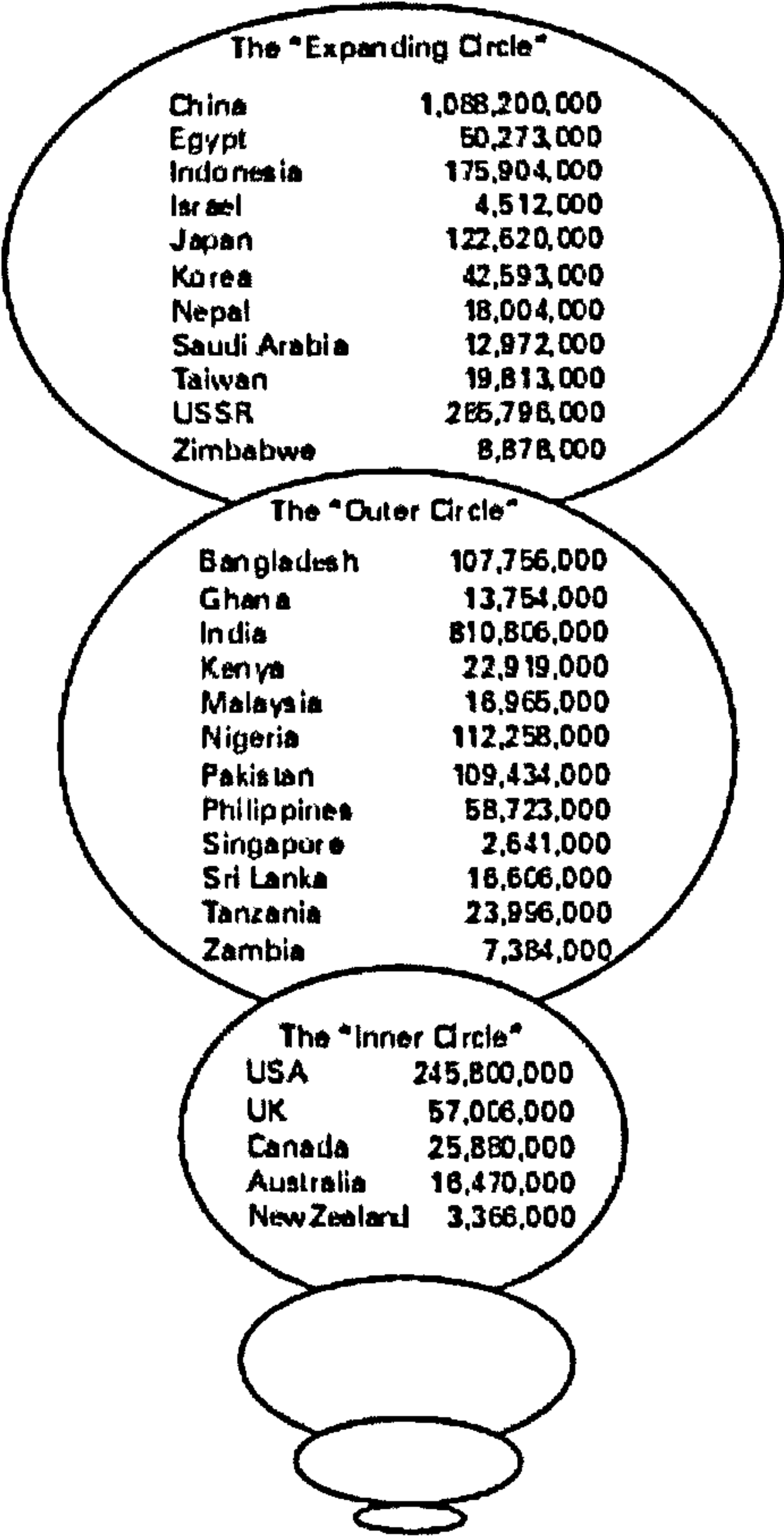


Figure 2.2-Kachru’s three-circle model of World Englishes (Kachru, 1992b:356)

As we can see from Kachru’s model, English is not only used in the Inner Circle countries but also widely used (or learnt) in the Outer Circle and the Expanding Circle countries. Graddol (1999) estimates that L2 users of English will grow from 235 million to around 462 million in the next 50 years and claims that L2 speakers will overtake L1 speakers. Similarly, Jenkins (2003) claims that with English being an international language or a lingua franca in today’s world, most communication in English may not involve L1 speakers of English, which has raised the issue of the ownership of English. Many scholars have argued that

English is no longer the possession of a nation or a group of people. It is an international language which serves as a communication tool in different communities across international and cultural boundaries (see, for example, Kachru, 1992a; 1992b; Brumfit, 1995; Widdowson, 1994; Jenkins, 2003; McKay, 2003). As Prodromou (2007a:49) citing Widdowson (1994:385) states:

[Native speakers] have no say in the matter...
[T]hey are irrelevant. The very fact that English is
an international language means that no nation can
have custody over it.

Since the 1980s, Kachru (1982) has been working on the varieties of Englishes in the world and using the term—World Englishes (WEs)—which refers to the fact that English is used in both the postcolonial context and as a lingua franca. Following his footsteps, many scholars have begun to re-examine the role of English in a globalising setting and proposed various terms such as English as an International Language (Widdowson, 1997; 1998; Modiano, 1999a; 2001; McKay, 2002; 2003), English as a Lingua Franca (Jenkins, 2000; Seidlhofer, 2001), Global English (Toolan, 1997) and General English (Ahulu, 1997). However, as Erling (2005:43) argues, these various terms have already made a complex discussion more complicated. Furthermore, she argues:

More important than finding an appropriate name for English is ensuring that ELT professionals around the world move their practice away from an ideology that privileges L1 ('inner circle') varieties. The language must be taught as a means of intercultural communication, critical analysis and indeed, where necessary, resistance.

As discussed in this section, since English has reached its international status and no longer belongs to any country or community, do English language learners still need to follow the so-called 'native speakers' norms' when learning English? In the next section, I will explore this issue in more detail.

2.1.2.2 Teaching English as an International Language

As McKay (2003:3) claims, traditional ELT pedagogy has generally assumed that "the ultimate goal of English language learners is to achieve nativelike competence in the language". The communicative competence model developed by Canale and Swain (1980) is based on the development of four native speakers' competences—Grammatical Competence, Sociolinguistic Competence, Discourse Competence and Strategic Competence—and has been advocated as an appropriate framework for Communicative Language Teaching (CLT). Even Gardner (2001:4) claims that in his socio-educational model, L2 achievement refers to developing near-native like proficiency. However, the notion of

communicative competence has been criticised as being *utopian*, *unrealistic*, and *constraining* (Alptekin, 2002: 57-64; also see, for example, Byram, 1997; Hyde, 1998).

Furthermore, many scholars also have begun to argue that there is a mismatch between EIL and traditional ELT (or SLA) pedagogy. When speaking of traditional ELT pedagogy, certain stereotypes have been rooted in the field. Firstly, it is generally believed that the goal of learning English is to acquire native-like competence (Jenkins, 2003; McKay, 2003). Secondly, English different from the US or UK models is wrong and any model different from the native speakers' is an error (Kachru, 1992b; Jenkins, 2003). Thirdly, successful SLA depends on integrative motivation (Kachru and Nelson, 2006). However, these notions have been criticised based on the status of English today. Firstly, Kasper (1997) argues that the so-called native speakers are not a homogeneous group and that attempting to achieve their level of competence is not possible, especially for L2 adults in relation to phonology and syntax (also see, for example, McKay, 2003; Seidlhofer, 2005). Secondly, Kachru and Nelson (2006: 87-89) argue that "what functions the target language serves in the learners' community is irrelevant to SLA". Furthermore, they even claim that a

monolingual approach which refers to following the ENL (English as a native language) model is a “totally unrealistic and misinformed appraisal of their situation and linguistic competence” (also see, for example, Smith, 1992).

Due to dissatisfaction with the so-called native speakers’ model (or norms), scholars have started to advocate a ‘paradigm shift’ and an ‘appropriate model’ in ELT. McKay (2002; 2003) raises three important points. Firstly, she argues that English learners do not need to have the competence like an L1 speaker in terms of pronunciation and pragmatics. Secondly, English is used for the individual’s specific purposes and communication across cultures. Thirdly, there is no need to obtain target language culture knowledge when teaching and learning English. English has been given local traditions and cultural values, which is far more important to learners (also see, for example, Smith, 1976; Kachru, 1992b; McKay, 2003; Alptekin, 2002; Erling, 2005; Seidlhofer, 2005; Kachru & Nelson, 2006; Canagarajah, 2006 for a similar discussion).

However, the perspective on the ‘paradigm shift’ or the ‘appropriate model’ has been revisited and debated recently. Jenkins (2006) argues that many ELT professionals including both native and non-native speakers—teachers, teacher

educators and linguists—still believe in the native speakers' ownership of English. She cites Trudgill's (2005) claim that English historically 'stems' from and 'resides' in native speakers, though it may not be owned by them today. Due to this, Jenkins (2006) and Seidlhofer (2005) suggest that there is a mismatch between theory and practice and that research on WEs and ELF needs to be reflected at the practical level. Furthermore, Jenkins (*ibid.*) points out that apart from raising learners' awareness of the diversity of English and their own sociolinguistic reality ('pluricentrism' rather than 'monocentrism'), it will be important for ELT professionals (both native and non-native speaker teachers, teacher trainers, and educators) to raise their awareness (also see, for example, Seidlhofer, 2004; Canagarajah, 2005). However, as Holliday (2005) claims, it will not be easy to teach English as an international language without any struggle.

As discussed in Section 2.1.1, because of the spread and the current status of English, English is no longer possessed by the so-called native speakers and is owned by those who speak it. To some extent, this notion has certain impacts on ELT as well. It is argued that English language learners need not follow the native speakers' model (or norms) and acquire their cultural knowledge or

traditional values. More importantly, learners are encouraged to use English as a communication tool to interpret their own cultures and values internationally and be aware of the varieties of Englishes today. This discussion challenges Gardner's (2005:7) notion of integrativeness which refers to "an individual's openness to taking on characteristics of another cultural/linguistic group" arguing that it seems to ignore the current perspective of EIL. It has been argued that the notion of integrativeness is not relevant in some sociocultural contexts (e.g. there is little or no contact with L2 speakers in some monolingual countries) (Noels et al., 2000; Dörnyei, 2005). Arnett (2002:777) has argued that most people have developed a bicultural identity which includes the individual's local culture identity and a global identity. According to him, a global identity is "a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles and information that are part of the global culture". Based on her research findings among Japanese learners, Yashima (2002:57) also proposes a concept of 'international posture' which refers to "interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners and ...a non-ethnocentric attitude toward different cultures". Furthermore, Dörnyei (2005) argues that there is a need to reinterpret integrativeness. As he claims:

While the concept of extended or metaphorical or imaginary integration does help to explain findings that are in many ways similar to the Canadian results but have been obtained in contexts without any realistic opportunity for direct integration, I would suggest that that we can get an even more coherent picture if we leave the term ‘integrative’ completely behind and focus more on the identification aspects and on the learner’s self-concept (Dörnyei, 2005:98).

In doing this, he draws on Higgins’s (1987) idea of ‘ideal self’ which refers to “the representation of the attributes that someone would ideally like to possess” (Dörnyei, 2005:100 citing Higgins, 1987) and links it to integrativeness based on his research findings in Hungary. According to Dörnyei (2005), if a person sees his/her ideal self as a proficient L2 user, he/she may have a certain level of integrativeness. In this case, the person may have more positive attitudes toward the L2 community and be more motivated to become the ideal self. Dörnyei (ibid.) suggests that this notion serves two functions. Firstly, it can be used to explain English learning situations in various educational settings or cultural backgrounds (e.g. monolingual and multilingual). Secondly, it is well suited to describe L2 motivation in the globalising world. In other words, a learner’s ideal self may not be associated only with the target language culture or local culture, but also with a global culture.

Apart from the two orientations (integrativeness and instrumentality) proposed by Gardner and discussed here, another set of motivational orientations (intrinsic and extrinsic motivation) are also widely discussed in L2 motivation. In the next section, I will explore these two orientations in more detail.

2.1.3 Intrinsic and Extrinsic Motivation (Self-determination Theory)

Although these two orientations—*intrinsic* and *extrinsic* motivation—are generally used to describe human motivation rather than L2 motivation, they are still strongly associated with L2 motivation in various ways. As Ryan and Deci (2000) claim, both intrinsic and extrinsic motivation are important to educators.

Figure 2.3 shows the schema of the theory.

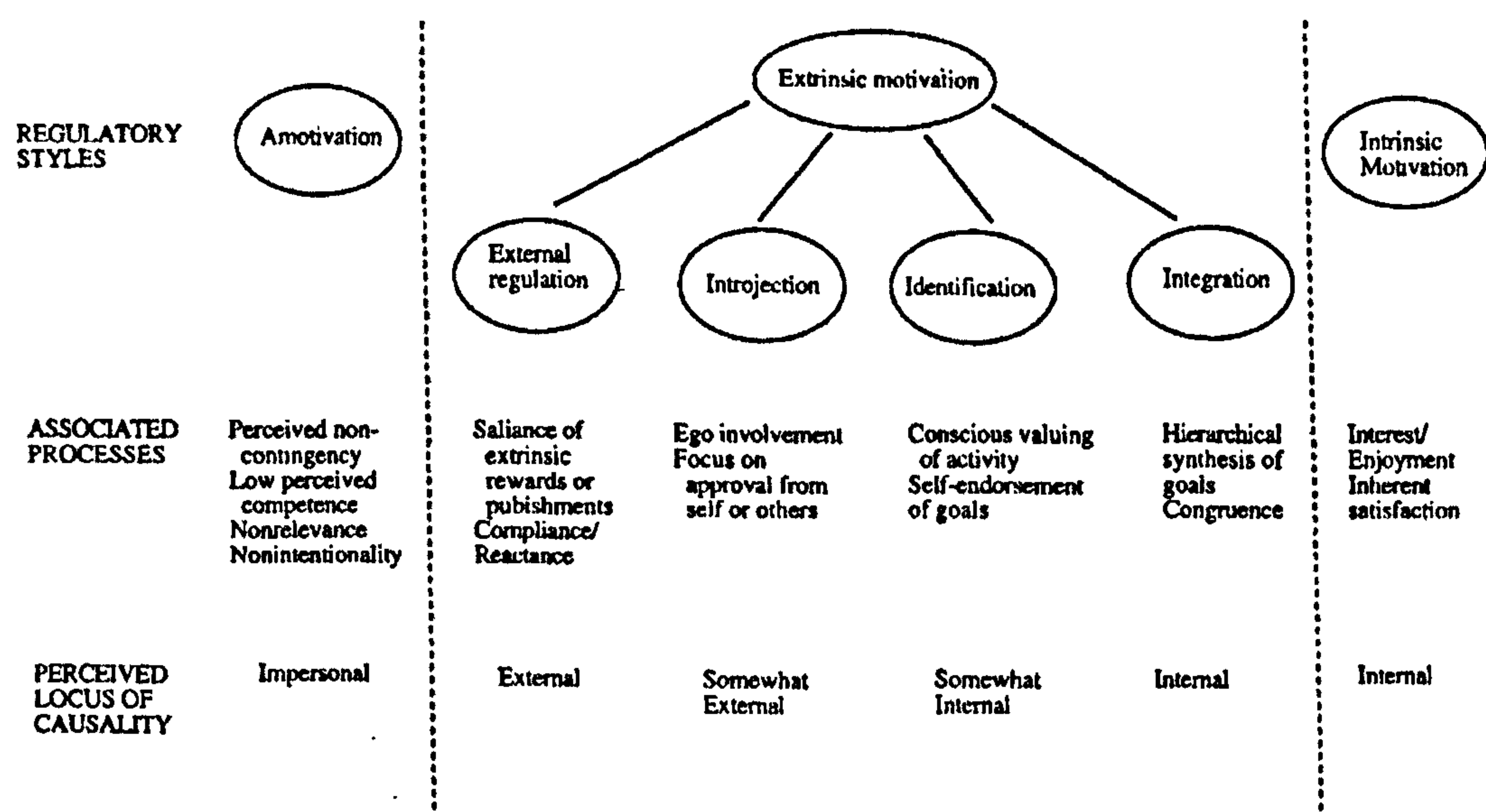


Figure 2.3—A taxonomy of human motivation (Ryan & Deci, 2000:61)

According to Deci and Ryan (1985; also see Ryan & Deci, 2000), there are several types of human motivation. On the far left is Amotivation which refers to lacking any intention to act. Amotivation is not caused by internal or external factors but rather shows the individual's lack of competence when doing an activity. In the middle of the continuum is Extrinsic Motivation which refers to doing an activity for its instrumental value rather than for the pleasure or enjoyment. Extrinsic motivation is categorised into four different subtypes—External Regulation, Introjection (or Introjected Regulation), Identification (or Identified Regulation) and Integration (or Integrated Regulation)—which reflect different degrees of autonomy and self-determination through the processes of internalisation (take in a value or regulation) and integration (transform the value or regulation to the individual's own). On the least self-determined end lies External Regulation which refers to doing an activity for an external factor (a reward or a threat). The second type of extrinsic motivation is Introjected Regulation where the individual performs certain actions because of external imposed rules in order to avoid guilt or anxiety. Next to introjected regulation is Identified Regulation. Identified Regulation occurs when individuals identify certain behaviours which are meaningful to them and start to accept them as their own. The most autonomous

form of extrinsic motivation is Integrated Regulation. Integrated regulation happens when identified regulation has been assimilated as one's own values and needs. In contrast to extrinsic motivation, Intrinsic Motivation refers to doing an activity for its inherent pleasure and enjoyment rather than external consequences.

In addition to the original definition of intrinsic motivation, three subtypes of intrinsic motivation have been labelled (Vallerand, 1997; Vallerand, Pelletier, Blais, Brière, Senécal & Vallières, 1992, 1993). Intrinsic-Knowledge refers to the individual's satisfaction when obtaining knowledge or finding out new things about certain topics. Intrinsic-Accomplishment occurs when a person is in a process of overcoming a difficult task and feels fulfilment. The third type of intrinsic motivation is Intrinsic-Stimulation which "relates to motivation based simply on the sensations stimulated by performing the task" (Noels et al, 2000: 61).

According to Ryan and Deci (2000), the continuum of intrinsic/extrinsic motivation illustrates a process of motivational change. However, they believe that human motivation is not necessarily developed through each stage as a

sequence and might 'move back and forth' between orientations. For example, a person may start to do an activity because of a reward (external regulation); however, during the process, the person may find him/her doing well on the activity and gradually arouses his/her intrinsic motivation. In this case, this individual may skip the other orientations within the extrinsic motivation domain. Furthermore, Noels (2001) argues that a person may have more than one orientation (goal) for learning a foreign/second language simultaneously, although some are more important than others.

Ryan and Deci (ibid.,64) also point out that social contexts play an important role in facilitating internalisation and integration of extrinsic motivation and sustaining intrinsic motivation. They believe that people are extrinsically motivated to do an activity because they feel belongingness to 'significant others' such as a family, a peer group or a society and have a sense of *relatedness*. So, the processes of internalisation and integration for self-determination are supported by those significant others (also see, for example, Ryan, Stiller & Lynch, 1994). As Ryan and Deci (2000:65) claim:

we saw that social contextual conditions that support one's feelings of competence, autonomy, and relatedness are the basis for one maintaining

intrinsic motivation and becoming more self-determined with respect to extrinsic motivation.

As I mentioned earlier, intrinsic/extrinsic motivation describes general human motivation instead of L2 motivation. However, since the notion is important and relevant to language learners and learning situations, some L2 motivation researchers have begun to examine the relations between these two orientations and other language learning variables (see, for example, Schmidt et al., 1996; Noels et al., 2000; Noels, 2005). Some even argue that integrative orientation can be linked with intrinsic motivation and that instrumental orientation is synonymous with extrinsic motivation (see, for example, Soh, 1987; Dickinson 1995). Nevertheless, as Gardner and Tremblay (1994) claim, integrative and instrumental orientations refer to ultimate goals for learning the L2, rather than to any intrinsic pleasure in the learning process. According to their claim, these two orientations are more associated with the notion of extrinsic motivation. As mentioned earlier, extrinsic motivation refers to doing an activity for its instrumental value (achieve some outcome), not for pleasure or enjoyment.

However, Noels et al.'s (2000) study which investigates the correlations between intrinsic/extrinsic orientations and Clément and Kruidenier's (1983) four

orientations—instrumental, travel, knowledge and friendship—shows a strong link between instrumental orientation and external regulation. Nevertheless, interestingly, another study by Noels (1999) in which she adopted Gardner's (1985) instrumental orientation items illustrates that there are correlations between instrumental orientation and both external regulation and the more self-determined orientations (e.g. identified regulation and intrinsic motivation). Noels (2001) argues that the difference between these two studies lies in the different definitions of instrumental orientation. According to her, Gardner's (1985) instrumental orientation comprises not only practical goals (e.g. career perspectives or pragmatic reasons) but also the individual's desire to become a knowledgeable person and to be respected by others. On the other hand, Clément and Kruidenier's (1983) definition of instrumental orientation focuses on academic and career perspectives which are more specific than Gardner's definition. When speaking of integrative orientation, although some scholars have proposed the link between integrative orientation and intrinsic motivation, Noels (2001) citing MacIntyre et al. (1998) argues that these two orientations are in fact within different domains and represent two constructs. According to them, intrinsic motivation is closer to the learning situation and integrative orientation represents the social milieu variable such as identity and intergroup contact.

To sum up so far, in Section 2.1, I have reviewed some motivation theories regarding orientations for learning an L2. I started with Gardner's (1985:2005) motivation theory, the socio-educational model and his notion of integrativeness (integrative orientation) and instrumentality (instrumental orientation). When critiquing the notion of integrativeness, I drew on some discussion about the spread and the ownership of English today and explored the impact of EIL on the field of ELT (and SLA). Furthermore, I reviewed a recent discussion of L2 motivation on integrativeness. After that, two important motivation orientations—*intrinsic* and *extrinsic* motivation—were discussed as well. As we can see from both sets of motivation orientations (integrativeness/instrumentality and *intrinsic*/*extrinsic* motivation), both of them include some social elements which influence learners' motivation. For example, Gardner's (1985:2005) notion of integrativeness refers to L2 learners' attitudes towards the L2 community. And the socio-education model clearly comprises the variable of 'social milieu' as a fundamental component. As discussed earlier, *intrinsic*/*extrinsic* motivation are also facilitated and supported by social contextual conditions. Particularly, the processes of internalisation and integration in *extrinsic* motivation are related to significant others. So, in the next section, I will explore why motivation is a socially constructed and mediated

process.

2.2 Motivation as a Socially Mediated Process

Although Gardner's social psychology model had been influential before the 1990s and still has certain impact on L2 motivation today, the model has also been critiqued for not addressing the social influences on motivation (although it was originally designed for the social milieu in Canada) and for ignoring the individual's cognitive aspects of motivation to learn (Dörnyei, 1994a; 2001a). As Dörnyei (2001a: 68) argues:

Instead - in line with the traditional individualistic approach both in motivational psychology and in attitude-behaviour studies within social psychology - societal issues are reflected in the theory only through the individual's attitudes towards members of the other community.

Due to this, during the 1990s, more emphasis has been put on investigating the individual's cognitive aspects of motivation in educational psychology. In this period, two important models—Dörnyei's (1994a) three levels of L2 motivation (see Figure 2.4) and Williams and Burden's (1997) social constructivist model (see Figure 2.5)—were proposed along with Ryan and Deci's self-determination theory which was discussed earlier. In Dörnyei's model, there are three

levels—language level, learner level and learning situation level—which comprise both the L2 learning process (the L2, the L2 learner and the L2 learning environment) and different aspects of language (the social dimension, the personal dimension and the educational subject matter dimension).

| | |
|---|--|
| FIGURE I Components of Foreign Language Learning Motivation | |
| LANGUAGE LEVEL | Integrative Motivational Subsystem Instrumental Motivational Subsystem |
| LEARNER LEVEL | Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy |
| LEARNING SITUATION LEVEL | |
| <i>Course-Specific Motivational Components</i> | Interest Relevance Expectancy Satisfaction |
| <i>Teacher-Specific Motivational Components</i> | Affiliative Drive Authority Type Direct Socialization of Motivation * Modelling * Task Presentation * Feedback |
| <i>Group-Specific Motivational Components</i> | Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure |

Figure 2.4—Dörnyei’s framework of L2 motivation (1994a: 280)

Williams and Burden (1997) propose their motivation model from a social constructivist perspective which is within a cognitive domain. They argue that the individual’s motivation for learning a foreign language is influenced by social and contextual influences which include “the whole culture and context and the social situation, as well as significant other people and the individual’s

interaction with these people” (Williams & Burden, 1997: 121). However, learners react to those influences differently and internalise the influences which are relevant to them into their own cognitive disposition. The outcome is that the individual acts in his/her unique way from his/her internal disposition. Based on this notion, Williams and Burden (ibid.) launched their three-stage model of motivation (Reasons for doing something→ Deciding to do something→Sustaining the effort, or persisting) which I will explore more in the next section—Motivation as a Process.

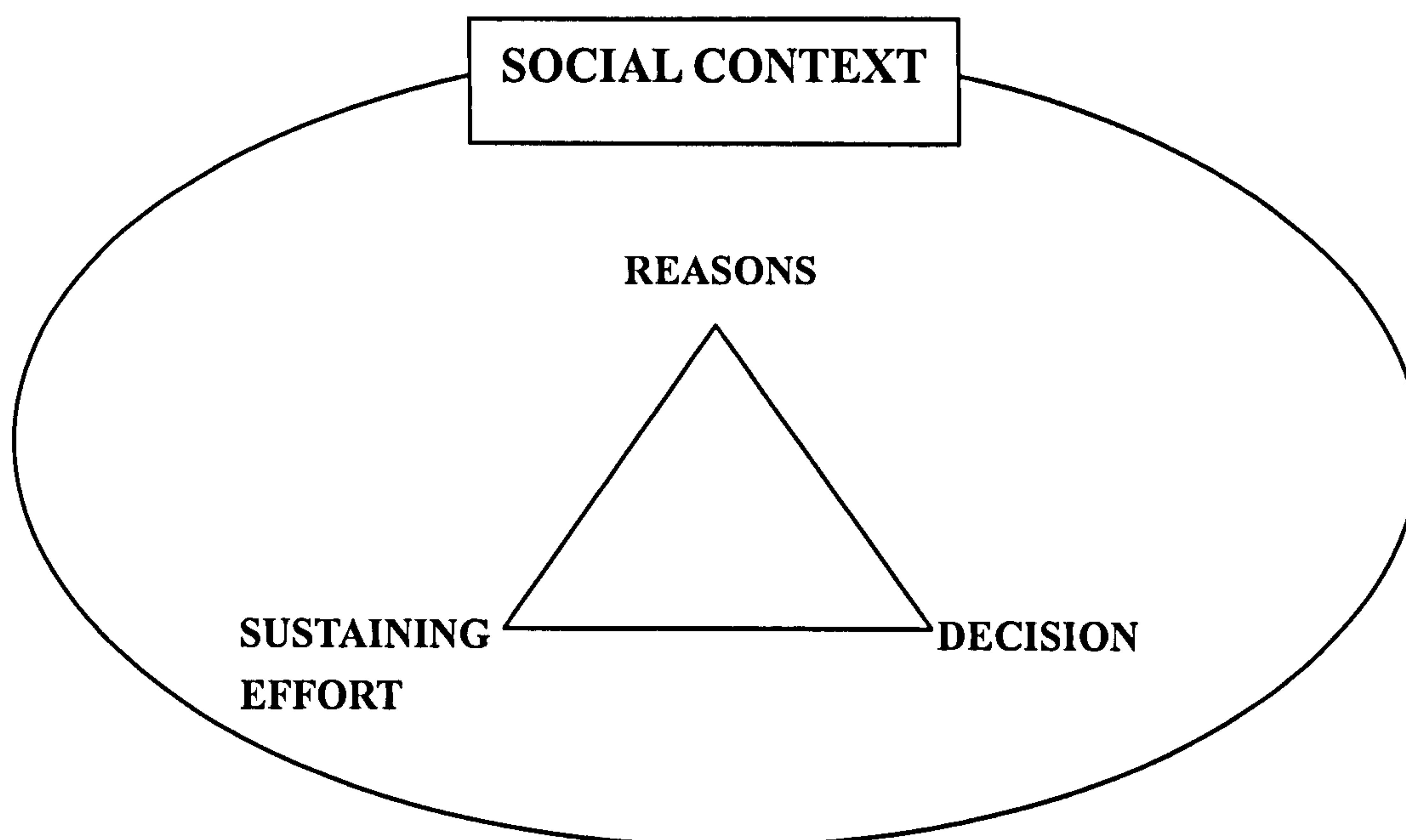


Figure 2.5—Interactive model of motivation (Williams & Burden, 1997: 122)

As we can see from Ryan and Deci’s self-determination theory, Dörnyei’s three levels of L2 motivation and Williams and Burden’s three-stage model of

motivation, motivation not only resides within the individual, but is also socioculturally bound. This notion reminds us of Vygotsky's sociocultural theory.

Vygotsky (1896-1934) was a Russian psychologist and established sociocultural theory which has had a huge influence on our thinking about learning and development since the Russian Revolution. The central thinking of sociocultural theory is that "higher order cognitive functions develop out of social actions, most prominently social interactions with more competent others in meaningful activities" (Rueda and Moll, 1994:121 citing Vygotsky, 1978). In other words, "learning is a social, cultural and interpersonal as well as intrapersonal process" (Shuell, 1996: 743). There are a number of key concepts in Vygotsky's theory, such as the ZPD (Zone of Proximal Development), activity theory, mediation, inner speech, scaffolding, regulation, and law of cultural development. Although Vygotsky's theory is a theory of learning, not a theory of motivation, it still has been related to much language learning and teaching research.

A number of scholars have proposed to address sociocultural influences on motivational beliefs (see, for example, Sivan, 1986; Rueda & Moll, 1994; McCaslin & Good, 1996; Bronson, 2000; Hickey, 2003; Hickey & Granade, 2003; Ushioda, 2003; 2007). As Rueda and Moll (1994) claim, motivation is not

only generated from within the individual, but is also a socially and culturally mediated process that develops through interacting with others. Similar to their claim, Ushioda (2003: 98) makes two further arguments regarding this issue. As she argues:

- a). learners must be brought to view their motivation as emanating from within themselves, and thus to view themselves as agents of their own motivation and their own learning; b) the development of learners' capacity to regulate their own motivation needs to be mediated through processes of social-interactive support and co-regulation.

In order to explore the relationship between motivation and sociocultural theory more fully, Ushioda (2007) draws on a number of scholars' work and discusses motivation from the perspective of sociocultural theory. She argues that the concept of the ZPD could be related to Deci and Ryan's (1980) notion of 'optimal challenge' in intrinsic motivation. Optimal challenges refer to goals which the individual desires to achieve through processes of task completion and skill development by interacting with more competent others, in order to become an independent problem solver. The notion is similar to the concept of the ZPD.

According to Vygotsky (1978: 86), the ZPD is

the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

During the process of achieving goals (completing challenges), the individual needs significant and competent others such as teachers or parents to ‘mediate’ his/her motivation, which is similar to Vygotsky’s concept of mediation. This interactive support process can be understood as ‘scaffolding’. Ushioda (2007: 11) draws on Wood et al.’s (1976) analyses of scaffolding which comprise six features (recruiting interest in the task, simplifying the task, maintaining pursuit of the goal, marking critical features and discrepancies between what has been produced and the ideal solution, controlling frustration during problem solving and demonstrating an idealised version of the act to be performed). She argues that three features (recruiting interest in the task, maintaining pursuit of the goal and controlling frustration during problem solving) can be recognised as ‘motivational scaffolding’ since these features involve both motivational and cognitive support. Moreover, she claims that Vygotsky’s concept of self-regulation which refers to “independent strategic functioning and metacognitive control in relation to a particular type of task” (Ushioda, 2007: 13) could be strongly connected with motivation. In order to give a clear picture of

the relations between motivation and sociocultural theory, she concludes by citing Bronson's (2000) and McCombs's (1994) arguments. As she claims, the ultimate goal of learning is independent thinking and problem solving (self-regulation). This process requires the individual's wish to do so and involves interaction with competent others through processes of mediation and internalisation as cognitive and motivational scaffolding. This individual's intrinsically motivated (or autonomous) self is shaped by sociocultural influences through competing optimal challenges within the ZPD.

As discussed in this section (2.2), motivation not only comes from within the individual, but also is a socially mediated process. This notion further enlightens us that motivation has not a stable but a dynamic character. In the next section (Motivation as a Process), I will explore this issue in more detail.

2.3 L2 Motivation as a Process

Dörnyei (2003b; 2005) points out that there are three phases of L2 motivation research, which are 1) the social psychological period (1959-1990); 2) the cognitive-situated period (during the 1990s); 3) the process-orientated period (late 1990s-present). The emphasis has been put on motivational changes in the third phase. As Dörnyei (2005: 83) argues, "...there is a need to adopt a

process-oriented approach paradigm that can account for the daily ups and downs of motivation to learn, that is, the ongoing changes of motivation over time” (also see, for example, Ushioda, 1996 for a similar argument). Furthermore, he points out that the individual’s learning motivation may even change during a single L2 class. Along with Ryan and Deci’s self-determination theory which was discussed earlier (Section 2.1.2), a number of scholars also have been working on the notion of motivation as a dynamic process (see, for example, Williams & Burden, 1997; Ushioda, 1996; 1998; 2001; Dörnyei & Ottó, 1998; Dörnyei, 2001b; Manolopoulou-Sergi, 2004).

As briefly discussed earlier, Williams and Burden’s (1997:121) three-stage model of motivation from a social constructive perspective includes stages which are ‘Reasons for doing something’→‘Deciding to do something’→‘Sustaining the effort, or persisting’. According to them, the individual has his/her own reasons for beginning an activity. These reasons may be influenced by internal and/or external factors. After that, the individual may or may not decide to undertake the activity because of various considerations. Once the decision is made, the person needs to sustain his/her effort to complete the activity. Williams and Burden (ibid.) also categorise the first two stages as ‘initiating motivation’

and the final stage as 'sustaining motivation' and argue that the three stages occur within the framework of sociocultural contexts. In other words, the sociocultural influences may affect each stage respectively. Moreover, they believe that the model is not a one-way process and that the three stages are interrelated (see Figure 2.5).

Apart from Williams and Burden's motivation model, Ushioda (2001) also proposes a theoretical framework of motivation from a temporal perspective based on her research findings. In her research which aimed to investigate French language learners' perceptions of motivational thinking and motivational changes over time at Trinity College Dublin, Ireland, she identifies eight descriptive motivational dimensions for learning French:

1. Academic interest;
2. Language-related enjoyment/liking;
3. Desired levels of L2 competence;
4. Personal goals;
5. Positive learning history;
6. Personal satisfaction;
7. Feelings about French-speaking countries or people;

8. External pressures/incentives.

Furthermore, she classifies these eight dimensions as either 'causal' (deriving from learners' L2 learning process and L2-related experience) or 'teleological' (directed towards future short-term or long-term goals) and develops her theoretical framework of motivation (see Figure 2.6). Figure 2.6 shows that Learner A's motivation for learning an L2 is derived from positive L2-learning and L2-related experience. Gradually, Learner A may change his/her motivational thinking to Learner B over time. As we can see from the diagram, Learner B is dominated by various future goals and his/her personal experience plays a minor role at this stage. This model represents L2 motivation from past experience, current experience and future perspectives, which is different from traditional L2 motivation theory which defines motivation as a cause or an outcome of successful language learning. Based on her findings, Ushioda (2001) claims that positive learning experience is likely to trigger intrinsic motivational factors; however, learners with less successful learning experience tend to emphasise their personal goals as primary motivation for learning an L2.

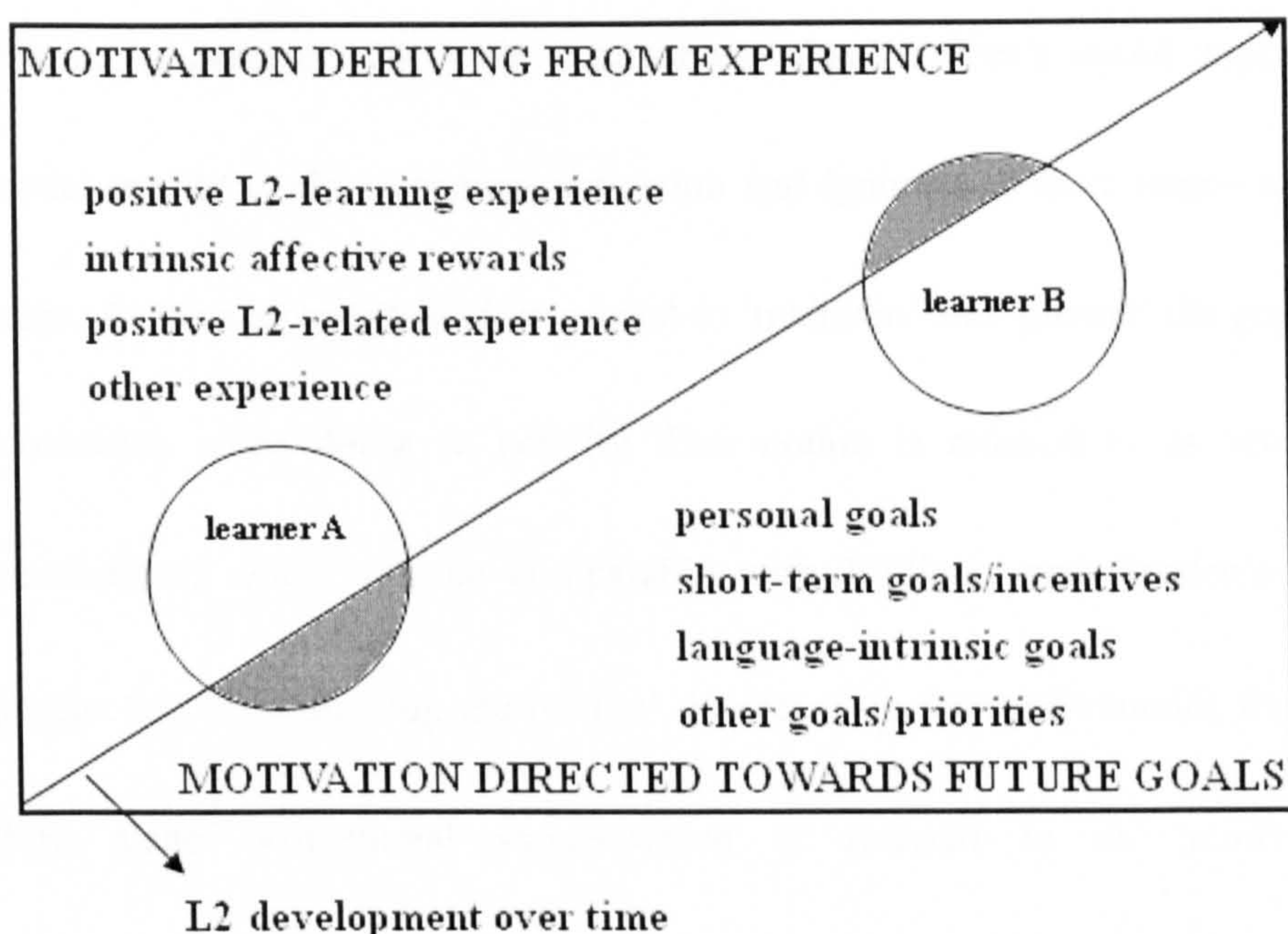


Figure 2.6—Learner conceptions of motivation (Ushioda, 2001: 118)

Another important process-orientated motivation model was developed by Dörnyei and Ottó (1998) and has undergone some modifications (see, for example, Dörnyei, 2000; Dörnyei, 2001b). Dörnyei (2005: 84) believes that this model “describes how initial *wishes* and *desires* are first transformed into *goals* and then into operationalized *intentions*, and how these intentions are *enacted*, leading (hopefully) to the accomplishment of the goal and concluded by the final *evaluation* of the process”. As Figure 2.7 shows, three stages of L2 motivation have been separated—Preactional Stage, Actional Stage and Postactional Stage. The preactional stage can be considered as an initial phase of generating motivation i.e. ‘choice motivation’. We can find that Williams and Burden’s (1997) concept of ‘initiating motivation’ derived from their model is similar to

this stage. Dörnyei (2005: 86) also argues that Gardner’s social psychology model mainly explores choice motivation and ignores the next stage—actional stage. At the actional stage, it is crucial to ‘maintain’ and ‘protect’ the generated motivation when doing an activity. This notion is referred to as ‘executive motivation’, which can be comparable with Williams and Burden’s (ibid.) perspective of ‘sustaining motivation’. However, in Dörnyei’s model, there is a third stage—postactional stage—which is referred to as ‘motivational retrospection’. At this stage, the learners evaluate what they have done retrospectively and this process will normally have a certain impact on their motivation for doing other activities in the future.

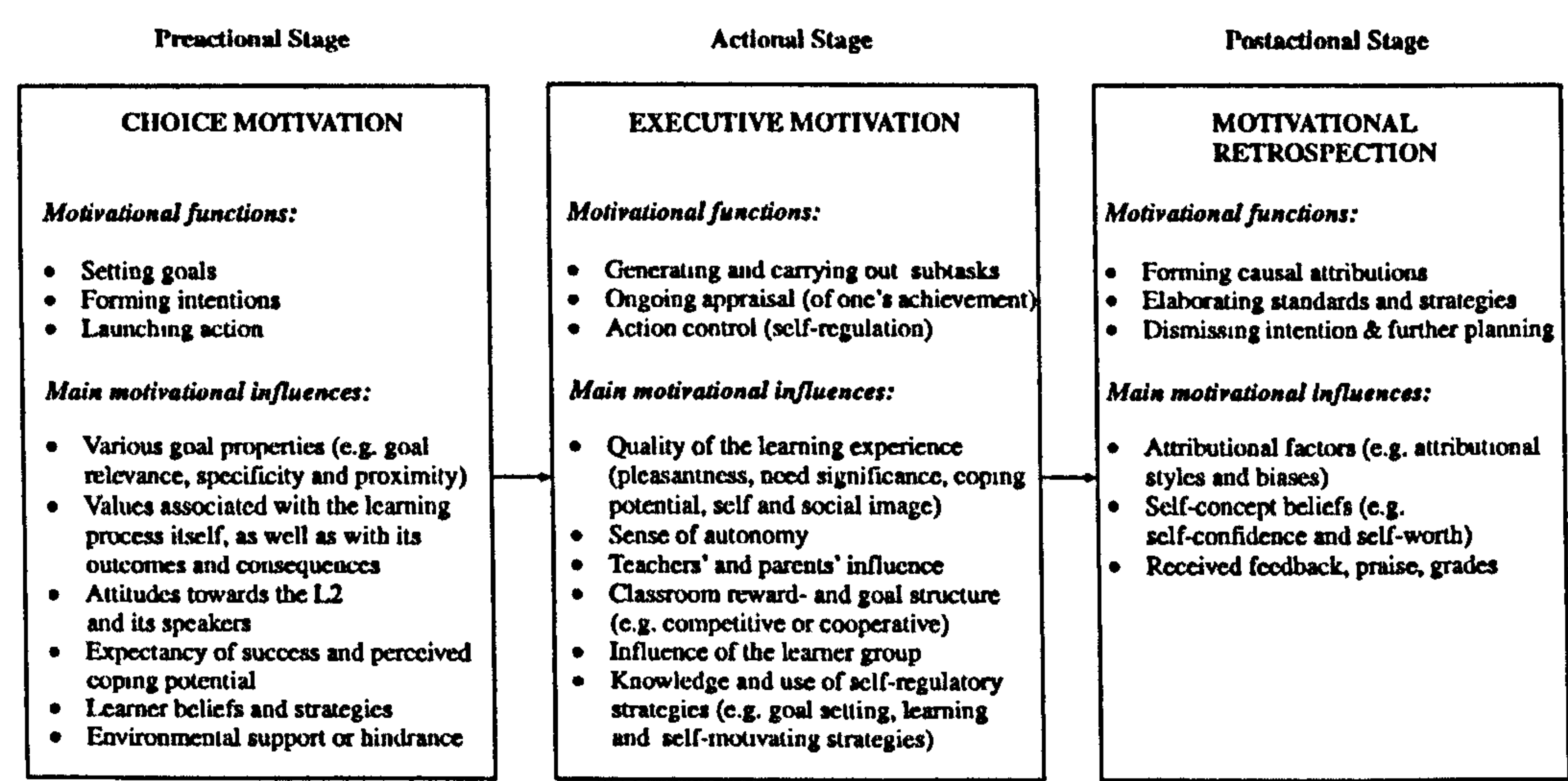


Figure 2.7—Process model of L2 motivation (Dörnyei, 2005: 85)

As we can see from the models discussed above, L2 motivation is not only about

choices or orientations, but also a multidimensional and multidirectional process. Moreover, Dörnyei and Ottó's (1998) process model also addresses some main motivational influences at each stage respectively. As discussed in Section 2.1.1 (Intrinsic and Extrinsic Motivation) and Section 2.2 (Motivation as a Socially Mediated Process), the individual's motivation is mediated and influenced by significant others and sociocultural factors. Since one of my study's aims is to explore motivational influences which may affect Taiwanese university students' motivational changes *during* their English studying process, I will focus on discussing some major motivational influences *within* the actional stage next.

Before Dörnyei and Ottó (1998) proposed their process model, Williams and Burden (1997:139-140) already identified some internal and external factors which might influence L2 learners' learning motivation as follows:

1. Significant others

- parents
- teachers
- peers

2. The nature of interaction with significant others

- mediated learning experiences
- the nature and amount of feedback
- rewards
- the nature and amount of appropriate praise
- punishment, sanctions

3. The learning environment

- comfort
- resources
- time of day, week, year
- size of class and school
- class and school ethos

4. The broader context

- wider family networks
- the local education system
- conflicting interests
- cultural norms
- societal expectations and attitudes.

We can see that some factors from the above list coincide with Dörnyei and Ottó's (1998) motivational influences at the actional stage in their model, for instance, the *learning experience* factor. As discussed earlier in this section, Ushioda (1998; 2001) also argues that L2 learners' past and current experience play a crucial role in affecting their motivational thinking. In addition to the experience factor, significant others such as teachers and parents have been extensively discussed as main motivational influences as well. As mentioned in Section 2.1.1, Ryan and Deci (2000) believe that relatedness to significant others (e.g. teachers and parents) helps to facilitate internalisation of different regulations with respect to extrinsic motivation and to maintain a person's intrinsic motivation (also see, Ryan, Stiller & Lynch, 1994).

A number of scholars such as Gardner (1985), Chambers, (1999), Noels (2001),

Dörnyei (2001a), Williams and Burden (1997) and Dörnyei and Csizér (1998) have suggested that motivational influences from language *teachers* are significant either in a positive or negative way. As Dörnyei (2001a: 35) points out, teachers are powerful *motivational socialisers* and “embody group conscience, symbolise the group’s unity and identity, and serve as a model or a reference/standard”. Furthermore, he even specifies that teachers shape and influence their students’ motivation through their 1) personal characteristics; 2) verbal and non-verbal ‘immediacy’ which refers to “the perceived physical and/or psychological closeness between people” behaviour (Dörnyei, 2001a:36); 3) active motivational socialising behaviour (modelling, task presentations and feedback/reward system); 4) classroom management practices including setting and maintaining group norms and type of authority (Dörnyei, 2001a).

Another major motivational influence from significant others is *parental* influences (Gardner, 1985; Vijchulata & Lee, 1985; Noels, 2001; Dörnyei, 2001a; Eccles et al., 1998; Gardner et al., 1999). As Gardner (1985) argues, parents may affect their child’s general beliefs about language learning and the L2 community and his/her attitudes towards some language courses actively or passively. Furthermore, Eccles et al. (1998) even identify four parental factors

which shape learners' motivation:

- 1) developmentally appropriate timing of achievement demands/pressure;
- 2) high confidence in one's children's abilities;
- 3) a supportive affective family climate;
- 4) highly motivated role models (Dörnyei, 2001a: 34 citing Eccles et al., 1998).

Although parents are important to learners' motivation, Noels (2001) further broadens the scope to family members' influences. She points out that other family members such as spouses, grandparents or siblings may also affect learners' motivation and argues that "familial influences on motivation are not restricted to parents, but, depending on the background and life experience of the learner, other members may also play important roles in supporting motivation (Noels, 2001: 56). Interestingly, Noels (2001) yet believes that a person's romantic partner i.e. boyfriend or girlfriend who comes from another language community may arouse his/her motivation for learning the language as well. As Dörnyei's (2001a: xi) acknowledgement to his wife in his book states, "one of the most motivating methods of learning English as a Second Language is to marry a native speaker!".

In addition to the factors of learning experience and significant others, *group* influences have been related to motivation and discussed widely as well. As Harter (1996:11) points out, the classroom is a “powerful social context”. Within this setting, learners’ extrinsic and intrinsic motivation could be affected through interactions with teachers and classmates and learners may adjust their psychological thinking in response to the influences over time (also see, for example, Wigfield et al., 1998). Wentzel (1999) also claims that a good relationship with peers may have a positive impact on students’ motivation and may increase their interest in school work. On the other hand, if a student feels being rejected by his/her peers, he/she might show low level of interest in school work, and we can assume that his/her motivation will decrease. As Chang (2007) finds out, based on her research findings which aim to explore group influences on Taiwanese undergraduates’ English learning motivation, there is a correlation between group processes (group cohesiveness and group norms) and students’ level of motivation (self-efficacy and level of autonomy). Her participants further commented that classmates played an important role in their learning process and that being near more motivated classmates might influence their motivation positively. As we also can see from Section 2.2 (Motivation as a Socially Mediated Process) earlier, Dörnyei’s (1994a) three-level model

(language level; learner level; learning situation level) has already included the factor of group influences on motivation. On the learning situation level, group-specific motivation components are constituted by group goal-orientedness, group norm and reward system, group cohesion and classroom goal structure (also see, Dörnyei & Malderez, 1997; 1999; Ehrman & Dörnyei, 1998; Dörnyei & Murphey, 2003 for discussion).

Apart from group influences, Noels (2001) believes that *members of the L2 community* may facilitate learners' motivation as well. She cites Clément (1980; 1986) and argues that "the quality and frequency of contact with members of the L2 group will influence self-confidence, motivation, and ultimately language proficiency" (Noels, 2001:57). This notion perhaps reminds us of how Gardner initiated and constructed his socio-education model. Landry and Allard (1992; also see, Allard & Landry, 1992) further argue that the quantity of contact with the L2 members is an important predictor for language learning. However, as Labrie and Clément (1986) suggest, the quality of contact is far more important than the quantity is for shaping learners' motivation and self-confidence.

In this Section (2.3), I have discussed L2 motivation from the perspective of

process. As mentioned earlier, motivation is not only about choices or orientations, but also a socially mediated process. At different stages during the learning process, learners' motivation may change because of various motivational influences. The motivational influences I summarised here do not cover every aspect since motivation is an abstract and multifaceted concept; however, they might give us some thoughts about how motivation can be influenced and by what and/or by whom.

2.4 Focus of the Study and Research Questions

Having reviewed some relevant literature for my study, I will briefly state the focus of my study and research questions in this section for a clearer picture. As mentioned in Chapter 1, when I was studying and teaching English at university in Taiwan, students were required to acknowledge target language cultures and follow the so-called native-speakers' model of SLA. Some of my students also showed very high level of interest in going to certain English-speaking countries (e.g. the US or UK) for their further study or for short stay after they graduated. However, as discussed in Section 2.1.2 (English as an International Language), it is argued that English has achieved its international status and is not attached to any particular communities or people today. Whether the notion of integrativeness which refers to as "an individual's openness to taking on

characteristics of another cultural/linguistic group” (Gardner, 2005:7) still has certain impact on university students’ English studying motivation in Taiwan is worth exploring. Additionally, I also discovered that students’ motivation for studying English was changing constantly because of various motivational influences such as teachers, university policy, exams and parents. Due to the situations mentioned here, I would like to explore the following research questions for my study:

- 1. What is Taiwanese university students’ motivation for studying English across different programmes (English majors and non-majors at comprehensive and technology universities)?**
- 2. Has students’ motivation changed in any way while they are/were studying English at university? If so, what is the reason? If not, why?**
- 3. What are students’ perceptions of the role of English today?**
 - 3.1 What are students’ perceptions of the ownership of English?**
 - 3.2 What are students’ perceptions of acquiring target language culture in an EFL classroom?**

Hopefully, my study will provide some new perspectives for approaching L2 motivation from the angle of English as an international language and re-examine the appropriateness of Gardner’s notion of integrativeness especially in the EFL context like Taiwan where there is no or little contact with L2

speakers. As well as this, the study aims to provide some thoughts for the ELT profession regarding the issue of students' changes in motivation and influences which caused the changes in their English learning process.

2.5 Summary

In this chapter, I have reviewed some relevant literature for my study. To begin with, I focused on orientations for learning an L2 by drawing on Gardner's (1985; 2005) socio-educational model and his concepts of integrativeness and instrumentality and Ryan and Deci's (2000; also see, Deci & Ryan, 1985) intrinsic and extrinsic motivation (Self-determination Theory). When critiquing Gardner's notion of integrativeness, I introduced the concept of English as an International Language (EIL) and extended it to implications for teaching English as an international language. After that, I explored motivation from the perspective of a socially mediated process and addressed the importance of sociocultural contexts. Then, I discussed L2 motivation from a process orientation by drawing on some scholars' models and further summarised some major motivational influences which may affect learners' motivation during the learning process. Finally, I briefly restated the focus of my study and research questions for a clearer picture. In the next chapter, I will discuss the data collection methods, the collection process and the limitations of the study.

Chapter Three—Research Methodology

This research aims to explore Taiwanese university students' (both English majors and non-majors) motivation for studying English, motivation changes and perceptions of the role of English today at both the comprehensive and the technology university. Since motivation plays a crucial role in a foreign language learning process, it is important to understand students' thinking. The English language has been considered to have a unique position in the world today. It is essential to find out what Taiwanese university students' thoughts on the role of English today are and whether their motivation can be linked with their perceptions of English. This chapter describes the research questions, the research design and instruments, the administration, the ethical issues and the limitation of the study.

3.1 Research Questions

Three research questions are proposed in this research:

- 1. What is Taiwanese university students' motivation for studying English across different programmes (English majors and non-majors at comprehensive and technology universities)?**
- 2. Has students' motivation changed in any way while they are/were studying English at university? If so, what is the reason? If not, why?**
- 3. What are students' perceptions of the role of English today?**

3.1 What are students' perceptions of the ownership of English?

3.2 What are students' perceptions of acquiring target language culture in an EFL classroom?

3.2 Research Design and Instruments

In education, two main streams of research methods have dominated for decades: quantitative research and qualitative research. Quantitative research, for example survey study, aims to collect numerical data primarily and then use statistical tools to analyse the data. Qualitative research, for example interviews, requires open-ended and/or non-numerical data and the data are analysed by non-statistical methods. Both methods have their own characteristics which are conceptualised from different paradigmatic thinking and have caused the very famous 'paradigm war' in the past decades. Quantitative researchers are recognised as positivists and qualitative researchers are classified as interpretists. Although both methods have their strengths, they also have their downsides. For instance, as Dörnyei (2007:34-35) argues, although quantitative research is systematic, focused, controlled and practical, it also has been criticised for being not sensitive, overly simplistic and averaging participants' subjective responses. On the other hand, qualitative research is flexible, has an exploratory nature and broadens understanding of complex issues and dynamic phenomena. However, it

also has been criticised for its generalisability, lack of methodology rigour and being time consuming and labour-intensive (Dörnyei (2007:39-42).

In the past few decades, motivation research has been dominated by quantitative research such as survey studies, factor analytical studies, correlational studies or structural equation modelling. However, as Dörnyei (2001a) points out, motivation is an inconstant, multidimensional, abstract construct and is not directly observable. Williams (1994:84) also claims, “[t]here is no room for simplistic approaches to such complex issues as motivation.” Furthermore, Ushioda (1994:83) argues that we may need new research approaches to explore the dynamic nature of L2 motivation. As she claims:

The generally positive impact of high levels of motivation on levels of L2 achievement has been extensively documented in the existing quantitative research tradition. A more introspective approach to the perceived dynamic interplay between learning experience and individual motivational thought processes may offer a better understanding of how these high levels of motivation might be effectively promoted and sustained.

Due to the complex nature of motivation research, I believe that one research method may not be adequate for my study and can hardly represent the complexity of motivation accurately. Therefore, I decided to adopt mixed

methods research. There are various terms such as multitrait-multimethod research, integrating qualitative and quantitative approaches, methodological triangulation, combining qualitative and quantitative research etc. all representing a similar notion—integrating different methods. The term ‘mixed methods research’ has not been settled until recent years. According to Creswell et al. (2003:212), mixed methods research

involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research

A number of advantages of mixed methods research are discussed by scholars.

For instance, firstly, it can strengthen the research and minimise the weaknesses of using a single method (Jick, 1979; Greene & Caracelli, 1997; Creswell et al, 2003; Dörnyei, 2007). Secondly, mixed methods research can help researchers to answer various questions (both confirmatory and exploratory), target complex issues and reach comprehensiveness of the study (Morse, 2003; Tashakkori & Teddlie, 2003; Dörnyei, 2007). Furthermore, Dörnyei (2007) even points out that mixed methods research can improve validity and reach multiple audiences.

Although mixed methods research seems to be ideal in research, a number of

scholars still have some concerns. For example, Hesse-Biber and Leavy (2006) criticise that the sum might not be greater than its parts. As well as this, they also point out that some researchers may not be able to handle both types of methodology.

Apart from these criticisms, there are some fundamental issues concerning whether quantitative research and qualitative research can be integrated in one study, since both methods have long been rooted in different paradigmatic thinking. Instead of delving into these paradigmatic issues in great detail, here, I will explain my stance briefly. On a personal level, I am inclined to the scientific research paradigm i.e. post-positivism. I believe that there is a single observable reality which is external and that the purpose of research is to explore human behaviours and discover the general facts systematically as an outsider. Although I am in favour of post-positivism myself, I still can not deny that the scientific paradigm might be insufficient in exploring complex and multi-faceted issues and explaining individual behaviours. Accordingly, I believe that adopting qualitative methods may enrich my research and enable me to examine the research questions from different perspectives. However, as Johnson and Onwuegbuzie (2004) claim, maybe researchers ought to put the whole paradigm

war (quantitative versus qualitative) behind and think of mixed method research as a new third position along with quantitative research and qualitative research that has the benefits that single method research cannot achieve. Furthermore, Greene and Caracelli (2003) even argue that paradigms do not really matter in actual research.

A number of scholars have proposed various types of mixed methods designs (see, for example, Greene et al., 1989; Morse, 1991; Morgan 1998; Tashakkori & Teddlie 1998; Creswell 1999; Creswell, 2003; Creswell et al., 2003) which have made the concept more complicated. I decide to employ Creswell's (2003) 'concurrent triangulation strategy' as a fundamental approach for my study. According to Creswell (ibid.), there are four criteria in mixed methods research: implementation (the sequence of collecting both quantitative and qualitative data), priority (the focus), integration (the stage of data integration) and theoretical perspective (explicit or implicit) generating six different types of designs: sequential explanatory, sequential exploratory, sequential transformative, concurrent triangulation, concurrent nested and concurrent transformative.

Concurrent triangulation strategy aims to use two different methods (e.g.

quantitative and qualitative methods) in an attempt to “confirm, cross-validate, or corroborate findings within a single study” (Greene et al., 1989; Morgan, 1998; Steckler, McLeroy, Goodman, Bird & McCormick, 1992, cited in Creswell, 2003:217). This approach can “off-set the weaknesses inherent within one method with the strengths of the other method” (Creswell, 2003:217). Both types of data are collected during the same period of time and the results are integrated at the interpretation phase (see Figure 3.1 for an illustration).

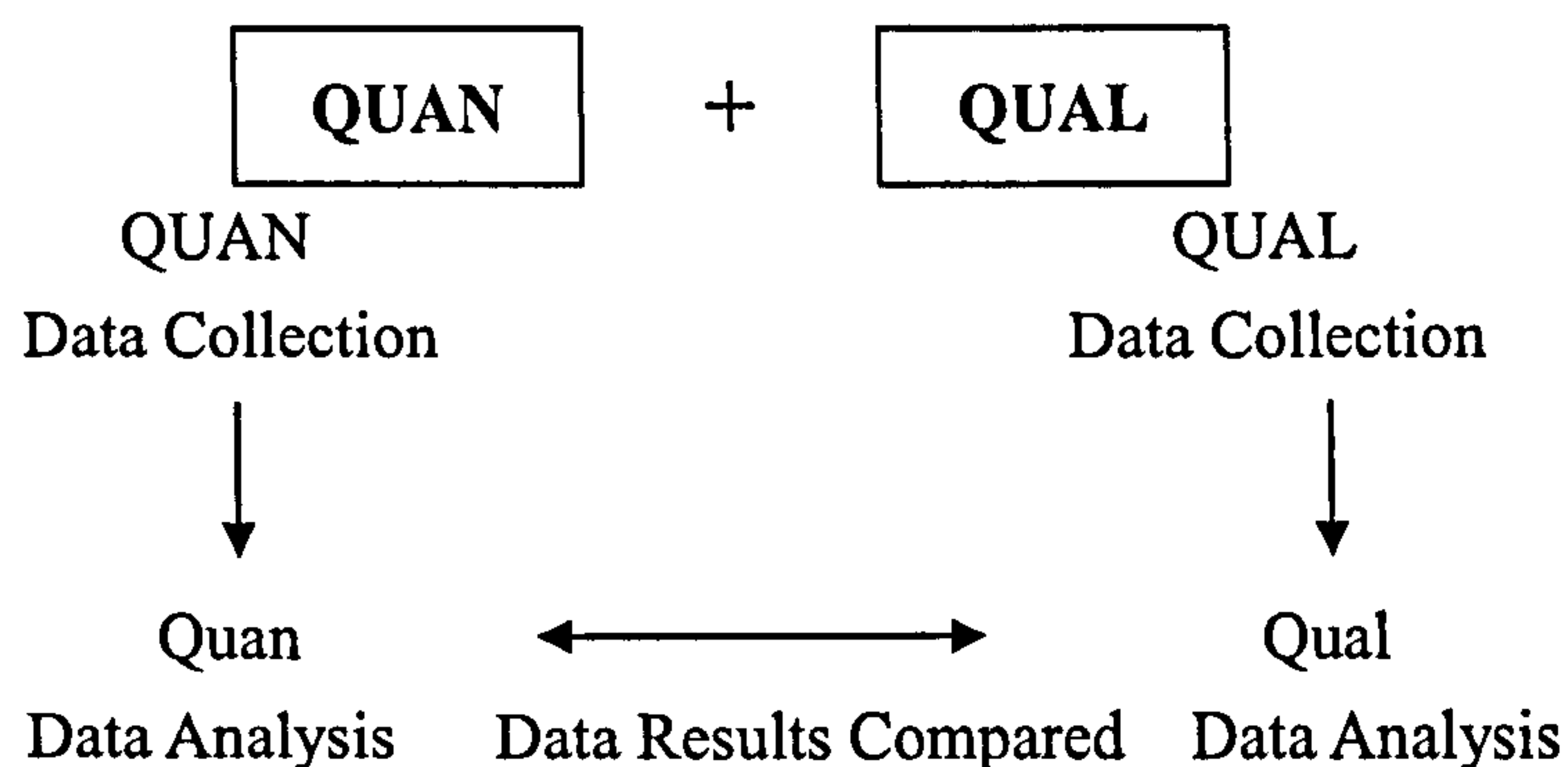


Figure 3.1—Concurrent triangulation strategy (Creswell, 2003:214)

Since my study aims to explore Taiwanese university students' motivation for studying English, changes in their motivation and their perceptions of the role of English today, it is necessary and appropriate to employ a qualitative method to explore individuals' cognition and then a survey study to broaden the investigation. Therefore, I believe that this design is well suited to my research direction and meets the need for collecting both quantitative and qualitative data for complex motivation research in a short time period. However, slightly different from the model (Figure 3.1) mentioned above, I decided to analyse the

qualitative data (the focus group interview and the semi-structured interviews) first and then modify the questionnaire based on the qualitative data in order to create a more authentic and valid questionnaire for my context. Figure 3.2 shows the process of my data collection.

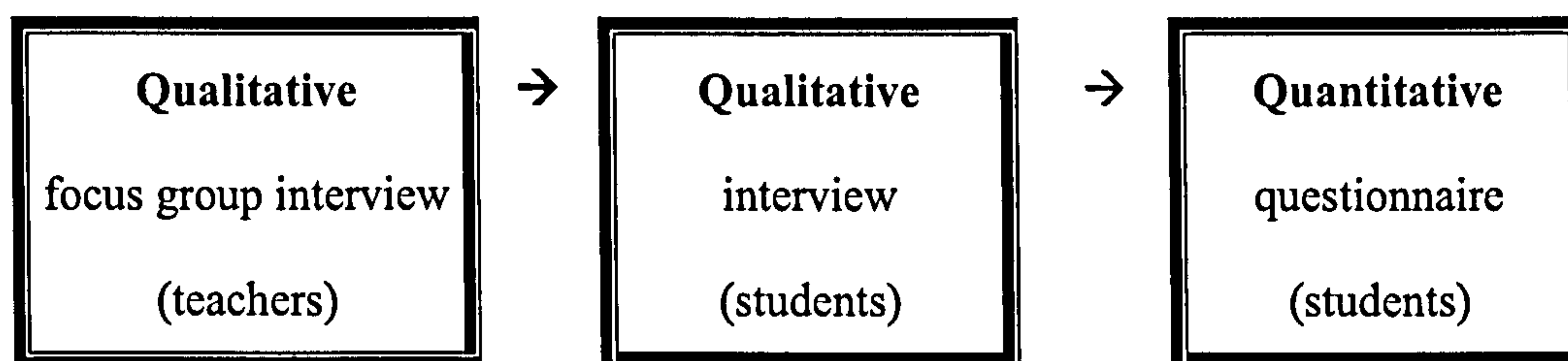


Figure 3.2—Process of the data collection

3.2.1 Focus Group Interview

In the research proposal, my only target participants were Taiwanese university students; however, since teachers play an important role in a foreign language learning process and some of my Taiwanese colleagues in my department (Centre for Applied Linguistics, University of Warwick, UK) are experienced university English teachers, I thought it would be interesting and important to discover Taiwanese university teachers' thoughts about their students' English studying motivation, motivation changes and the role of English today. Therefore, I decided to conduct a focus group interview as an additional method by inviting five of my Taiwanese colleagues.

It has been discussed that there are a number of downsides of focus group interviews. For example, the preparation takes time and it is difficult to transcribe and analyse the interview (Dörnyei, 2007:146; Krueger, 1994:36-37). As well as these, Smithson (2000) points out that the interview might be dominated by certain types of participants (also see, for example, Johnson & Turner, 2003; Krueger, 1994). Despite these downsides, undoubtedly there are advantages of focus group interviews. According to Krueger (1994:34-35), focus group interviews are low cost, provide speedy results, and allow the moderator to probe.

There are a number of reasons why I decided to conduct a focus group interview. Firstly, as mentioned above, focus group interviews allow researchers to obtain information in a short time. Secondly, as Krueger (1994:34) claims, focus group interviews are “a socially oriented research procedure”. People are socially interacting with others. Due to this, in a focus group discussion, participants can listen to others and make comments spontaneously, which the one-to-one interviews can not achieve easily (also see, for example, Gillham, 2005). Thirdly, a focus group discussion might be a useful tool as a preliminary investigation for developing questionnaires or follow up interviews (Dörnyei, 2007; Gillham,

2005). This advantage is well suited to my data collection.

The interview questions are mainly derived from my research questions except the first two questions which aim to explore teachers' thoughts on their students' motivation and motivation changes instead of their own English learning experience. As Kvale (1996) points out, one of the most common approaches to designing interview questions is to derive them from the research questions. The questions are:

- Q1. What do you think university students' English studying motivation is?**
- Q2. While you are teaching at university, do you notice that students have changed their motivation for studying English in any way? If so, what do you think are the major influences affecting them?**
- Q3. Do you think that English belongs to any particular country in the world today? If so, which country and why? If not, why?**
- Q4. Do you think that learning English requires learners to integrate into any English-speaking country/culture? If so, which country/culture and why? If not, why?**

3.2.2 Interview

According to Richards (2003), although people's perception of interviews has been changing constantly, interviewing is still an important method in qualitative

research. Rossman and Rallis (1998:124) also claim that “in-depth interviewing is the hallmark of qualitative research”. There are three common types of interviews—the unstructured interview, the structured interview and the semi-structured interview—in qualitative research. The unstructured interview allows the interviewee to response freely to the interviewer’s initial question. The interviewer follows up some important points raised by the interviewee. According to Burgess (1984), the unstructured interview is similar to a conversation in many ways. Although there are some strengths of the unstructured interview, for example, it has an ‘exploratory’ character, is easy to create a narrative and has less interference from the interviewer, it has been criticised for being difficult to keep going for very long (Gillham, 2005). The structured interview shares some characteristics with questionnaires. In the structured interview, the interviewer has a pre-prepared schedule which contains certain questions that every interviewee needs to answer. Those questions are specific and normally the interviewee can choose from a range of answers. As Gillham (2005) claims, this type of interview is quick to administer and easy to analyse. Furthermore, Dörnyei (2007) believes that the structured interview targets a focus and covers a specific domain. However, he also argues that the interviewee’s responses are restricted and it is inflexible when addressing

questions.

The third main type of interviews is the semi-structured interview. The semi-structured interview lies in between the two extremes above. Although the interviewers may have a guide or agenda in the mind, they still encourage the interviewees to reveal anything they want to explore. Normally, the questions are open and the interviewer can probe any time to explore certain points. The advantages of the semi-structured interview are that it is a compromise between structure and openness and it is likely to cover a focused domain by using probes and prompts (Gillham, 2005). Since I am not a skilled and experienced interviewer, I decided to adopt the semi-structured interview because it allows me to prepare for the interview in advance and the results may cover the main aspects which my research targets.

As I mentioned earlier, learning motivation and perceptions of the English language are complex and multi-faceted issues since everyone's cognition is different. In order to investigate these abstract issues, I believe that interviews are an appropriate method. As Jones (1985) claims, depth interviews are often used with other methods to explore individuals' cognition which leads to their actual

actions. Instead of having certain presumptions in mind when observing people's overt behaviour, it is important for researchers (and/or interviewers) to ask participants to speak in their terms. Here, Jones raises a crucial paradigmatic issue, which is that human beings control their own behaviour and create their own environment. This stance undoubtedly responds to the constructivists' core belief that reality is the product of individual consciousness.

Like the focus group interview questions, the semi-structured interview questions are mainly derived from the research questions as well. The questions are:

- Q1. What is/were your motivation for studying English? (Why are/were you studying English?)**
- Q2. How did you feel about studying English at university? Did you feel very strongly motivated to study English? Why/Why not?**
- Q3. While you were studying English at university, did your motivation change in any way? If so, what do you think were the major influences affecting you?**
- Q4. Do you think that English belongs to any particular country in the world today? If so, which country and why? If not, why?**
- Q5. Do you think that learning English requires learners to integrate into any English-speaking country/culture? If so, which country/culture and why? If not, why?**
- Q6. Other thoughts or comment?**

In order to find out whether these interview questions could elicit responses which I needed for my study, I interviewed three of my Taiwanese colleagues in my department (Centre for Applied Linguistics) as pilot interviews. All three participants were all doing their bachelor's degree (two English majors and one non-major) in Taiwan before. Two of them were doing their doctoral degree and the other was doing his MA in my department when I interviewed them. Each interview in Mandarin Chinese lasted for about 20 to 30 minutes and was audio-recorded. The interviews were transcribed and analysed afterwards. The results show that the interview questions above are well suited my study.

3.2.3 Questionnaire

The third method in the research is a questionnaire (a survey). As I mentioned earlier, although interviews can gather in-depth data from individuals, they might not be able to represent large populations. However, questionnaires can complement this weakness. Inevitably, there are some downsides of questionnaires. For example, they are not suitable for investigating complex issues and gathering insights (Moser & Kalton, 1971; Muijs, 2004). Besides, questionnaires might gather unreliable and invalid data if they are not designed carefully (Dörnyei, 2007). Nevertheless, questionnaires still have been used widely in the social sciences because of several strengths, for instance, their

flexibility, efficiency (time; effort; finance), versatility and anonymity (Muijs, 2004; Dörnyei, 2007).

In order to complement the weaknesses of interviews in my research, I decided to use a questionnaire (a survey) as the third method to broaden the research scale.

Since it is difficult to design a reliable and valid questionnaire, I decided to borrow and adapt items from various standardised/published questionnaires (see, Gardner, 1985; Noels et al., 2000; Jin, 2005; Chen, 2005; Chang, 2006).

According to Dörnyei (2007), it is acceptable to borrow some questionnaire items from acknowledged questionnaires. There are four main sections in my questionnaire: background information; learning orientation; motivation change; English today (see Appendix 1 for the first version of the questionnaire). The background information section includes questions regarding participants' gender, subject and experience abroad. The learning orientation section aims to explore participants' English studying motivation. There are four scales (dimensions): intrinsic motivation (item 4; 8; 12); instrumental orientation (item 5; 9; 13); integrative orientation (item 6; 10; 14); external pressure (item 7; 11; 15) in this section and each scale includes three Likert-scale statements. Participants have to rate these statements on a rating scale of 1 to 5 (1=strongly

disagree.....2=disagree.....3=neutral.....4=agree.....5=strongly agree). The rationale for selecting these four motivational scales (dimensions) mainly derived from the findings of three pilot interviews. As I mentioned in Section 3.2.2, I did three pilot interviews to see whether the interview questions could elicit responses which I needed. Apart from this function, the analysis of these three pilot interviews also played a role in helping me to determine the four motivational scales in the learning orientation section of the questionnaire. When I analysed the pilot interview data, I found out that those three participants' motivation for studying English when they were undergraduates in Taiwan was rather similar and could be categorised into these four motivational scales.

The third section (Motivation Change) aims to investigate participants' thoughts about their changes in motivation. Since motivation change is an abstract concept and there is not any published questionnaire regarding this issue, I decided to use an open-ended question (While studying at university, has your motivation for learning English changed in any way? If so, in what ways has it changed, and why? Can you give some reasons?). As Dörnyei (2003a) claims, open-ended questions tend to generate rich data and lead to a wider range of possible answers and response categories which researchers may not anticipate when designing the

questionnaire.

The fourth section (English Today) in the questionnaire explores participants' perceptions of the role of the English language today. Similar to the learning orientation section, there are eight Likert-scale statements representing three scales (dimensions) which are: agree/disagree with native ownership (item 17; 18; 19; 24); more varieties of Englishes (item 20; 21); agree/disagree with native norm (22; 23). Like most questionnaires, there is an open-ended question at the end of the questionnaire inviting any comments regarding participants' thoughts about learning English.

3.3 Research Administration

The data collection period lasted about four months from January to April 2007. Firstly, a focus group interview was conducted at the University of Warwick, UK in January 2007. Secondly, 20 semi-structured interviews were conducted between late February and mid March 2007 in Taiwan. Questionnaire piloting and administration took place between mid March and late April 2007 in Taiwan. Details are as follows.

3.3.1 Focus Group Interview (late January, 2007)

Before I headed back to Taiwan in mid February 2007 to collect data from Taiwanese university students, I had a good opportunity to conduct a focus group interview at the University of Warwick, UK. I invited five of my Taiwanese colleagues at my department for the interview since they had had years of teaching experience at university in Taiwan. Table 3.1 presents the five participants' brief teaching profile.

| | Comprehensive University | Technology University |
|--------------------------|----------------------------------|--|
| English-major | Sharon (4 years) | Kate (2 years);Eva (2 years);Sally (5 years) |
| Non-English-major | Cherry(6 years);Sharon (4 years) | Kate (2 years);Eva (2 years);Sally (5 years) |

Table 3.1—Summary of focus group participants

The focus group interview lasted for about one hour and was audio recorded. Since the participants were experienced university English teachers in Taiwan, I asked them whether they preferred to speak English or Mandarin Chinese before the interview began. All agreed to use Mandarin Chinese as the main medium, with the option of using English when it was appropriate. I followed a number of techniques recommended by Krueger and Casey (2000) regarding introducing a focus group discussion and started the interview by welcoming the participants and expressing my gratitude. Then I stated the purpose of audio recording and

guaranteed confidentiality. Before the interview started, I also briefly gave an overview of the topic and some background information.

A number of warm-up questions such as the length of the participants' teaching experience, the orientation of their teaching university (comprehensive or technology university), and the types of students (English majors or non-majors) were introduced before the actual discussion took place in order to create a permissive atmosphere. Then the first question "What do you think university students' English studying motivation is?" was introduced. When the participants were discussing the first question, occasionally they also extended the discussion involving part of question two "While you are teaching at university, do you notice that students have changed their motivation for studying English in any way? If so, what do you think are the major influences affecting them?". I did not interrupt them doing it and was waiting for the right timing to introduce question two smoothly when I felt that most of them had answered the first question.

In the interview, when the participants were discussing the first two questions which are related to students' English studying motivation, each one contributed her experience and thoughts. The atmosphere was relaxed and harmonic.

However, when they began to talk about the issues of the ownership of English and acquiring target language culture knowledge, different opinions and some debates occurred. Although interesting and stimulating in-depth findings were generated from the debates, I felt that the discussion was dominated by one or two participants. As some scholars argue, this is one of the disadvantages of focus group interviews (see section 3.2.1). Although I tried to direct the control off the dominant participants by asking other members what they thought, still, it seemed that the dominant speakers had strong opinions on the issues and intended to persuade the other members during the discussion. This is a limitation of the focus group interview in my research.

3.3.2 Interview (late February ~mid March 2007)

Before I headed back to Taiwan in mid February 2007 for the semi-structured interviews and questionnaire administration, I contacted some of my former university students and colleagues for their support, and luckily all of them agreed to help. I started the first set of interviews by interviewing nine of my former students at a technology university in middle Taiwan at the end of February 2007: four English majors (Alice, Jean, Nina, Monica), and five non-English majors (Frank, Kris, Spenser, Darren, Karen). Apart from Alice (a fourth year student), the other three English majors (Jean, Nina and Monica)

were all in the third year of their study. All five non-majors (Frank, Kris, Spenser, Darren and Karen) were in the second year of their study.

| | English-major | Non-English-major |
|-----------------------|------------------------------------|--|
| Technology University | Alice; Jean; Nina; Monica (N=4) | Frank; Kris; Spenser; Darren; Karen (N=5) |

Table 3.2—Summary of interview participants (technology university) (N=9)

Before the interview started, I had contacted the participants individually to explain the topic and purpose of the interview, asked for their permission to audio record, and guaranteed confidentiality. Each interview lasted for about 15 to 30 minutes and was audio recorded. The interviews were all conducted in Mandarin Chinese at the participants’ request. Since all of them were my students, it was considerably easy to create a rapport with them. I began the interview by greeting them and then introduced the first question “What is/were your motivation for studying English?”. Some participants’ answer for question one extended to cover question two “How did you feel about studying English at university? Did you feel very strongly motivated to study English? Why/Why not?” and/or question three “While you were studying English at university, did your motivation change in any way? If so, what do you think were the major influences affecting you?”. Although some of them did not answer the questions in order, I tried not to interrupt and ensured that they had responded to all the

questions at the end.

The interview was more like a real conversation between a teacher and a student.

After I finished these nine interviews, I transcribed them, wrote an analysis summary, and emailed my supervisors for comments and suggestions. For the second set of interviews, they suggested me listen more carefully to what the participant said and not rush to seek answers for the interview questions.

Since I did not have any access to comprehensive university students, one of my former colleagues who was teaching both English majors and non-majors at two comprehensive universities in middle Taiwan introduced a number of her students whom she thought were more approachable to me for the second set of interviews. Five English majors: (Joe, Amy, Vicki, David, Eric), and six non-majors: (Carol, Sherry, Jane, Cathy, James, Claire) were involved in the interviews between early March and mid March 2007. All 11 students in this set were first year students.

| | English-major | Non-English-major |
|--------------------------|------------------------------------|---|
| Comprehensive University | Joe; Amy; Vicki; David; Eric (N=5) | Carol; Sherry; Jane; Cathy; James; Claire (N=6) |

Table 3.3—Summary of interview participants (comprehensive university)
(N=11)

The interviews were conducted in Mandarin Chinese, lasted for about 15 or 30 minutes and were audio recorded as well. I had not known and met these 11 students before the interview, so it took time to break the ice and build a rapport with them. Different from the first set of interviews, I added some warm-up questions such as asking the participants their subject of study, previous English learning experience and whether they had stayed or travelled abroad etc. before the interview questions were introduced. Fortunately, almost all questions were answered in this set of interviews as well.

During the whole interview process (1st and 2nd set), I discovered a number of interesting phenomena. Firstly, most participants were shy and felt a little nervous (even some of my former students) in the beginning, since most of them had not been interviewed for an academic purpose before; however, they were not afraid of expressing their thoughts and opinions when starting to talk and/or the topic interested them. Secondly, in the interview, the English-major students from both comprehensive and technology universities tended to have more say and thoughts on the issues of the ownership of English and acquiring target language culture knowledge than the non-majors did. On the other hand, a number of non-English-major students told me that they never thought about

these issues until I probed the questions.

After the whole interview process was finished, I analysed the second set of interview data and wrote an analysis summary combining the data from both sets in order to modify the first version of the questionnaire I had already drafted (see next section) to make it more appropriate and authentic for the project. However, since the questionnaire covered most aspects generated from the interview findings, I started piloting the questionnaire in early April 2007 without any revision.

3.3.3 Piloting the Questionnaire (early April ~mid April 2007)

Questionnaire piloting is important in research, especially in quantitative studies.

Sudman and Bradburn (1983: 283) point out that “if you do not have the resources to pilot-test your questionnaire, don’t do the study”.

3.3.3.1 Initial Piloting

In section 3.2.3, I already explained that I borrowed some questionnaire items from published questionnaires whose orientation is similar to mine in order to build up an item pool and create the first version of my questionnaire. Since this questionnaire covered most important findings from the interview data, I did not

modify any part of it and started to translate the items into Mandarin Chinese.

There are two reasons why I chose to use a bilingual version. Firstly, since some of the participants are non-English-major students and are in their first year at university, it would be easier and quicker for them to read and answer in Mandarin Chinese. Secondly, I believe that some English-major students might be interested in reading the English version and answering in English.

After the items were translated, I emailed the bilingual version to four of my Taiwanese colleagues who had experience teaching English at university in Taiwan for their feedback and to check on my translation. As Dörnyei (2003a; 2007) suggests, it is useful to ask three to four trusted colleagues or friends to go through the questionnaire items and ask for feedback as initial piloting. My colleagues did give me some comments on the translation, so I made some revisions based on their comments. Apart from the translation, I also removed the option—neutral—from the Likert-scale statements. The option was in the first version of the questionnaire. However, as I am from the Taiwanese society and learn from previous experience, I know that Taiwanese tend to choose a neutral answer when filling out a questionnaire. In order to reduce and avoid ambiguity, I requested my colleagues to redo the questionnaire without the neutral option

and tell me their opinions. All of them agreed that they still could answer the items properly without the neutral option, so I removed the option before final piloting.

3.3.3.2 Final Piloting

After I modified the questionnaire based on my colleagues' comments, I piloted the revised version of the questionnaire on an English major class whom I had taught at a department of applied English studies for a semester before. According to Dörnyei's (ibid.) recommended piloting process, the aim for final piloting is to try the questionnaire on a group who are similar to the real participants in order to see how the people respond. There were about 30 students in the class but only 26 students filled out the questionnaire. Before the piloting administration, I expressed my appreciation for their cooperation, briefly explained my project, explained the purpose of piloting and welcomed any comments regarding any part of the questionnaire either in writing (on the questionnaire) or to me in person. Most participants completed the questionnaire within ten minutes and none of them commented on any part of the questionnaire. In other words, I assumed that all of them understood the instructions, wording and items precisely.

3.3.3.3 Item Analysis

After I collected these 26 pilot questionnaires, I ran an internal consistency reliability test to check the homogeneity of the multi-item scales. Internal consistency reliability test is an important analysis to measure whether the items within a scale are correlated with other items considerably (Muijs, 2004; Dörnyei, 2003a; 2007). Since there are four motivation scales (dimensions)—intrinsic motivation, instrumental orientation, integrative orientation and external pressure—in my questionnaire and due to the complex nature of motivation theory, it is imperative to check the internal consistency reliability (See Table 3.4, 3.5, 3.6 and 3.7).

■ Items for Intrinsic Motivation:

| Reliability Statistics | | | | |
|------------------------|------------|--|--|--|
| Cronbach's Alpha | N of Items | | | |
| .689 | 3 | | | |

| Item-Total Statistics | | | | |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| intrinsic | 6.54 | 1.458 | .485 | .629 |
| intrinsic | 6.62 | .646 | .758 | .219 |
| intrinsic | 6.31 | 1.662 | .407 | .715 |

Table 3.4—Internal consistency test for intrinsic motivation (N=26)

■ Items for Instrumental Orientation:

| Reliability Statistics | | | | |
|------------------------|------------|--|--|--|
| Cronbach's Alpha | N of Items | | | |
| .331 | 3 | | | |

| Item-Total Statistics | | | | |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| instrumental | 6.50 | .740 | .151 | .333 |
| instrumental | 6.77 | .985 | .018 | .538 |
| instrumental | 6.35 | .555 | .447 | -.377 ^a |

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Table 3.5—Internal consistency test for instrumental orientation (N=26)

*Note: The 3rd item in the table is item 13 (I study English because it will enable me to broaden my view)

■ Items for Integrative Orientation

| Reliability Statistics | | | | |
|------------------------|------------|--|--|--|
| Cronbach's Alpha | N of Items | | | |
| .577 | 3 | | | |

| Item-Total Statistics | | | | |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| integrative | 6.96 | .918 | .252 | .724 |
| integrative | 6.88 | .666 | .715 | -.111 ^a |
| integrative | 6.46 | 1.218 | .284 | .611 |

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Table 3.6—Internal consistency test for integrative orientation (N=26)

■ Items for External Pressure

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .658 | 3 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| pressure | 3.81 | 1.602 | .429 | .622 |
| pressure | 4.31 | 1.982 | .350 | .705 |
| pressure | 3.58 | 1.374 | .657 | .287 |

Table 3.7—Internal consistency test for external pressure (N=26)

As we can notice from the figures above, the Cronbach alphas for the scales are not high (less than 0.7) due to the number of the participants (26 participants); however, the results still provide me some implications for modifying the questionnaire. Particularly, Table 3.5 shows that item 13 (I study English because it will enable me to broaden my view) which is the third item in the table has low correlation with other items in the dimension of instrumental orientation. Due to this, I decided to replace item 13 with another one (I study English because it will help me to obtain a higher paying job) which is comprehensively classified within instrumental orientation and keep item 13 (I study English because it will enable me to broaden my view) as item 16 (an extra item) in the questionnaire (see Appendix 2 for the final version of the questionnaire) for open discussion.

3.3.3.4 Reliability

After the final piloting and item analysis, I administered the questionnaire to the same 26 participants again in order to check reliability for the whole questionnaire. According to Muijs (2004), there are two types of reliability in quantitative research: repeated measurement and internal consistency. The aim for repeated measurement is to measure the same participants' responses at two different times. If the responses from both times are homogeneous and do not change too much, the questionnaire shows certain reliability. However, Muijs (ibid.) also points out that the length between testing and retesting might have some impacts on the result. He recommends one to two weeks before the retest takes place to avoid a carryover effect (respondents might remember the answer if the time between tests is too short). Due to this, I administered the questionnaire (the one without removing item 13) to those 26 participants again after one week. However, during the process of the second administration, although the participants (my former students) were willing to help, many of them began to show impatience and fatigue when filling out the questionnaire and were hurried in finishing it. The Spearman's rho correlation analysis shows that some items have certain reliability but some do not (see Table 3.8 and 3.9 for examples and Appendix 3 for the whole analysis). After I consulted my

supervisors about the situation, we still decided to administer the questionnaire for real since there were some uncontrollable factors such as the participants' fatigue and the time issue affecting the test-retest reliability result, which I could do nothing about.

| Correlations | | | mot1 pilot1 | mot1 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot1_pilot1 | Correlation Coefficient | 1.000 | .510** |
| | | Sig. (2-tailed) | . | .008 |
| | | N | 26 | 26 |
| | mot1_pilot2 | Correlation Coefficient | .510** | 1.000 |
| | | Sig. (2-tailed) | .008 | . |
| | | N | 26 | 26 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.8—Spearman’s correctional analysis for item 4 (N=26)

| Correlations | | | mot4 pilot1 | mot4 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot4_pilot1 | Correlation Coefficient | 1.000 | .331 |
| | | Sig. (2-tailed) | . | .099 |
| | | N | 26 | 26 |
| | mot4_pilot2 | Correlation Coefficient | .331 | 1.000 |
| | | Sig. (2-tailed) | .099 | . |
| | | N | 26 | 26 |

Table 3.9—Spearman’s correctional analysis for item 7 (N=26)

3.3.4 Questionnaire Administration (mid April ~early May 2007)

The real administration took place from mid April to early May 2007 for about three weeks. Some of my former colleagues and teachers gave me great support in the process since they were teaching at university. I went to four non-English-major classes and four English-major classes at three comprehensive universities and four English-major classes and two

non-English-major classes at two technology universities in middle Taiwan. Totally, I administered 439 questionnaires and collected 430 valid questionnaires (CU-EM=107; CU-NEM=122; TU-EM=103 TU-NEM=98). The response rate was 97.94%. Group administration has been a common method for collecting questionnaires in applied linguistics (and/or the social sciences) because the administration normally takes place in a lesson and results in collecting a large amount of data in a short period of time (Dörnyei, 2007).

Before every administration, I asked my former colleagues and teachers (i.e. the teacher of the class) to inform their students a few days in advance about the questionnaire. Since the teachers are in a superior position, when asking for their students' cooperation, almost every student was willing to help. When I arrived during the lesson, I began by briefly introducing myself, expressing my gratitude, explaining the purpose of the project and assuring confidentiality. In order to thank them, a blue-ball pen was given as an incentive. The whole administration process was successful and smooth because the participants had enough time to fill out the questionnaire and could ask me any questions if necessary. According to Dörnyei (ibid.), advance notice, attitudes conveyed by teachers, administrator attitudes and communicating the purpose and significance of the survey all play

very important roles in administering a questionnaire.

3.4 Data Analysis

The qualitative data (the focus group interview and the semi-structured interviews) were transcribed in Mandarin Chinese and then were content analysed in English based on the research questions. For example, I looked through the transcription in Mandarin Chinese and tried to find out all the interview participants' (university students') reasons for studying English. After that, I summarised the similarities and differences across the four groups (CU-EM; CU-NEM; TU-EM; TU-NEM) in my study based on the theme of learning orientation. After the quantitative data were collected, analyses such as internal consistency reliability, descriptive statistics and ANOVA F test were conducted using SPSS (Statistical Package for the Social Sciences). The responses to the open-ended questions in the questionnaire were all transcribed either in Mandarin Chinese or English depending on participants' written language. After that, I looked through the first 20 responses and then created a number of categories which could represent most responses. During the analysis for the rest of the responses to the open-ended questions, I added more categories when it was necessary (For detailed analysis process, see Section 4.3.3).

3.5 Ethical Issues

Ethical considerations are important issues discussed widely in research. In this section, I will briefly discuss the ethical issues in my research. According to Creswell (2003:64-65), there are a number of ethical issues during data collection. The first one is an 'informed consent form' which participants are asked to sign before they involve themselves in the research. The purpose of this form is to protect participants' rights during the data collection. There are some elements of the consent form. Firstly, it protects participants' right to withdraw at any time. Secondly, it provides participants with information about the nature and purpose of the research and asks for their permission to use the data (also see, for example, Kvale, 1996; Dörnyei, 2003a). Thirdly, the consent form grants participants the opportunity to ask questions and the right to obtain a copy of the results. Apart from the informed consent form, Creswell (ibid.) also points out that researchers need to gain the permission from the institutional authority to access study participants.

In my research, I adopt three methods which are a focus group interview, interviews and a survey. Before the focus group interview took place, I invited my Taiwanese colleagues verbally and emailed them with the information about

my research afterwards. Although they did not formally sign an informed consent form, we did reach verbal agreement. As Kent (2000) claims, in many research cases, verbal consent is adequate. As I mentioned in Section 3.3.2, before I conducted the individual interviews, I emailed my former students and asked for volunteers for my project. After receiving the replies, I emailed those nine students who agreed to do the interview with my gratitude and the elements of a consent form mentioned above. Since I did not have access to the comprehensive university students for the second set of interviews, my former colleagues kindly introduced me to some volunteer students in their classes. Like the first set, I explained the purpose and information about my research and asked for their verbal consent for doing the interview. As for the survey, I produced a cover letter which contained necessary information about the project and guaranteed anonymity and confidentiality. Although I did not distribute informed consent forms to the participants, I did ask for their consent verbally in person and told them that if they were uncomfortable filling out the questionnaire, they did not have to do it.

Ensuring anonymity and confidentiality is a key issue in doing research.

Researchers have to make clear that no one has access to the data and must

protect the anonymity of participants and roles (Creswell, 2003; Gillham, 2005; Dörnyei, 2007). In my case, I disguised all the participants' names for the focus group interview and the interviews when interpreting the data. As well as this, instead of pointing out any university names explicitly, I merely mention the type of university in my thesis. As for the confidentiality, no one can access the data except me.

3.6 Limitations

Although the study has been carefully designed with every effort, as we know, there is no *perfect* research. Inevitably, there are a number of limitations of the research. Firstly, as I mentioned in section 3.3.1, during the process of the focus group interview, a couple of participants dominated the discussion regarding the issues of the ownership of English and acquiring target language culture knowledge in an EFL classroom. Due to this, I felt that the other participants might have been influenced by these dominant participants and kept reserved attitudes toward these issues. Although I tried to encourage those participants to express their opinions, it seemed that it was not very successful since the atmosphere was unbalanced. As some scholars mention, it is a disadvantage of focus group interviews. As well as this, since it was my first time conducting a focus group discussion, although my colleagues and supervisors had given my

some suggestions in advance, I feel that I was anxious for the participants to answer the questions and intervened from time to time. One limitation claimed by Krueger (1994) is that focus group interviews require skilled interviewers to achieve a good result. My lack of experience in conducting a focus group discussion might be a limitation of the study.

Secondly, the questionnaire piloting results (see section 3.3.3.4) show that some Likert-scale items do not have certain reliability. Although I explained that the participants' impatience and fatigue while filling out the questionnaire for the re-test might affect the reliability results, I still cannot deny that this might be a drawback of the questionnaire's reliability.

Thirdly, the one to one interviews and questionnaire administration took place at only five universities (comprehensive and technology) in middle Taiwan, since I only had access to those universities through my former colleagues and teachers. In other words, the participants are a convenience sample. Convenience sampling is a very common sample type in L2 research due to the easy accessibility (Muijs, 2004; Dörnyei, 2007). However, Muijs (2004) also criticises the fact that a convenience sample might be biased and unable to represent the population.

Since the study was conducted in middle Taiwan, it might not be sufficient to represent the whole population of Taiwanese university students; however, I do believe that the findings still provide a number of useful implications for further research and teaching practice in the field.

Finally, the focus group interview and one to one interviews were conducted and transcribed in Mandarin Chinese. The translation only happened at the data analysis phase. Although I tried my best to translate as a Chinese native speaker and by using my English knowledge, there might be a number of mismatches or misunderstandings because of the nature of two different languages and I am not a trained translator. This has to be acknowledged as a limitation of the study as well.

3.7 Summary

In this chapter, I have described the research questions, the research design and instruments, the administration and the limitations of the study. In the section on research design and instruments, I explained why I decided to adopt mixed methods research for my study and the rationale for each method (focus group interview; interview; questionnaire). After that, I interpreted the administration process by starting with the focus group interview, interviews, questionnaire

piloting to real questionnaire administration. Finally, a number of ethical issues and limitations of the study were discussed. In the next chapter, I will present the research findings.

Chapter Four—Findings

In this chapter, I will interpret the research findings following the sequence of the data collection process (focus group interview→interview→questionnaire).

Unless otherwise stated, all excerpts from focus group interview, interview and questionnaire in this chapter have been translated from Mandarin Chinese into English by me.

4.1 Focus Group Interview Findings (Teachers)

4.1.1 Teachers' Perceptions of University Students' Motivation for Studying English

After a brief introduction from each participant and a warm-up, I started the question about their thoughts on students' English studying motivation(reasons), and asked them whether they could compare English major (EM) students' with non-English-major (NEM) students' motivation at two kinds of universities. As I mentioned earlier, there are two kinds of universities—the comprehensive university (CU) and the technology university (TU) — in Taiwan. The orientation of these two kinds of universities is different. The technology university (and the English department within this domain) is pragmatically orientated. On the other hand, the comprehensive university is mainly theory and research orientated. The English department at the comprehensive university is

normally literature-orientated.

An important point comes out from their discussion. All of them seem to agree that, in Taiwan, university students, including EM and NEM at both CU and TU, study English because of practical reasons such as future career or development, further education, travelling. As Kate (EM&NEM at TU) says:

I think most English major students study English because they want to have a further education. Just like Sharon said earlier, they (EM students) will focus on what they want to do in the future. For example, if they take a translation module, probably they will continue to do something about it. On the other hand, non-English-major students learn English mainly because of 'entertainment' purpose. For example, they may want to study abroad or go travelling. [Kate, fg (fg=focus group), Jan. 2007]

Sally (EM&NEM at TU) also says that:

The main purpose of studying English is probably for their further education. It is very rare to see some students who have high 'intrinsic' motivation and want to approach western cultures through English. [Sally, fg, Jan. 2007]

Apart from some pragmatic reasons for learning English, Cherry (NEM at CU) points out another reason for learning English in her students' case. She says:

In my case, some of my students need the credits (the English module) to graduate, so they have to take the module to fulfil their graduation credits. Under these circumstances, the students' motivation is quite low, because they are forced to do so. It is like a compulsory requirement for them. If they do not pass, they will not be able to graduate. [Cherry, fg, Jan. 2007]

INTERVIEWER: So, it's about university policy?

Cherry: Yes...Yes...

As we can see from Cherry's statement, university policy (curriculum) is also an important motive for university students to study English. Interestingly, after the participants talked about their students' motives for learning English, they started talking about *their* reasons for studying English when they were at university.

Sally (EM&NEM at TU) says:

I chose English as my major because at the time the grade for entering the English department for the University Joint Entrance Exam was the highest. That's it. If the entrance grade for the Japanese department had been the highest, I would have chosen the Japanese department.....purely because the influence of social status was profound... [Sally, fg, Jan. 2007]

Eva (NEM at TU):

I remember that there was a reason for choosing the English department at the time. There were

English, German etc. Why English? Because people said that English was important for the future career. [Eva, fg, Jan. 2007]

As we can discover from both Sally and Eva, and teachers' perceptions of students' motives for learning English, most study English because of practical and extrinsic reasons. Sally even strongly indicates that it is rare to see students with intrinsic motivation in learning English to approach western cultures.

4.1.2 Teachers' Perceptions of University Students' Changes in Motivation

The second question for the interview is about teachers' perceptions of their students' motivation changes during the learning process. I am interested in finding out whether, while they were teaching at university in Taiwan, they noticed that their students had changed their motivation for studying English in any way. As well as this, I wanted to know what perceived influences had affected their students' motivation. All of them agree that students' motivation for learning English did change in different ways because of a number of influences such as subjects, curriculum design, teaching strategies and materials.

As Eva (NEM at TU) states:

It happened in my conversation class. In the beginning, they (students) thought that English had

nothing to do with them because they (especially from the design department) were all technology university students. They started skipping classes from the beginning until the mid-term exam. Before the mid-term exam, I told them that “I know this is very difficult for you. How about having an English song contest for the mid-term exam instead? But I will give you a topic, and you will have to design the content yourself.” They did it very well.....In the end, I was surprised that after the mid-term exam, the attendance rate went up. I believe that teachers’ teaching strategy does matter. [Eva, fg, Jan. 2007]

Sally (EM&NEM at TU) says:

I chose the Economist for the module-Media English. In the beginning, students always complained that the Economist was too difficult. The articles in the magazine were too difficult.....However, I tried to explain the historical background and told them what the situation was. In the end, my students told me that they wanted to know more about the development of certain situations. Furthermore, some of them even subscribed to the Economist at the end of the module. [Sally, fg, Jan. 2007]

Apart from the influences we see from their statements above, Cherry, Sharon and Eva all agree that teachers play a very important role in students’ English learning process. Cherry (NEM at CU) says that “teachers are very important in maintaining or creating motivation”. Eva (NEM at TU) says “I have met a

student. He/she thinks that if this teacher can help him/her, he/she will attend the class even though there are exams.” Exams are crucial for the education system in Taiwan. Normally, students need to perform well in numerous exams in order to enter a good high school and university. The participants all agree that exams are an element to de-motivate students. However, Cherry (NEM at CU) also has another thought about exams, as she says:

Sometimes, exams are motivation. Students attend the class because of the exams. You can imagine that if students do not attend the class, they will be failed at the end. Do you think they dare not to attend? Of course not, because they want to pass.
[Cherry, fg, Jan. 2007]

So, as we can see from Cherry’s statement, exams might have a complicated role in Taiwanese students’ English learning process. To some extent, they de-motivate students; however, on the other hand, they are also a motive to push students to learn English.

4.1.3 Teachers’ Perceptions of the Ownership of English

The third question for the interview is to explore teachers’ perceptions of the ownership of English. Since the concept of English as an international language (EIL) has been discussed extensively in the ELT field, it is important to know

what Taiwanese teachers think. Interestingly, there were some disagreements and debates when the participants were talking about this issue. Sally and Cherry seem to agree that English is still a certain countries' possession, especially the UK and US. Sally (EM&NEM at TU) strongly points out that:

.....My opinion is that although many people agree that there is no need to distinguish American English or British English and that English should be a lingua franca or an international language, if you have a chance to ask someone who is learning English which accent he/she wants to achieve, he/she probably will not say an Indian accent. I believe that the person will still want to speak like American or British as an ultimate goal... [Sally, fg, Jan. 2007]

Cherry (NEM at CU) supports Sally's idea and says:

.....If you see it (English) from the origin, the origin of English is from the UK or US. If you trace it further historically, it is actually from the UK..... [Cherry, fg, Jan. 2007]

However, Sharon (EM&NEM at CU) argues that:

I had the same thought before; however, now I really think that English does not belong to the US, the UK, Australia or Canada. It has become a communication tool. If you think about it from geography, then you will limit yourself in many ways. [Sharon, fg, Jan. 2007]

As we can see from their statements, there was a disagreement about the ownership of English. Sharon supports the concept of EIL, and believes that we should not limit ourselves. However, Sally and Cherry have different opinions. Furthermore, Sally (EM&NEM at TU) explains why English still belongs to certain countries, as she claims:

When you are teaching, you need a 'base'. You cannot just pronounce any accents. No, you cannot do that. You need a 'base'. It does not matter that they (students) can pronounce like it or not. But you need to give them something to follow. [Sally, fg, Jan. 2007]

Cherry (NEM at CU) supports Sally's opinion and continues to say that:

I agree with you. It is important to reflect back to the origin. It does not matter that English is used in any regions widely now. It is from here (the UK). If you need to find the standard, you will have to trace it back here. [Cherry, fg, Jan. 2007]

In Sally's statement, we can discover that she thinks it is necessary to give students a standard to follow when studying English. In today's case, it is either British or American English. And Cherry thinks we should trace the origin of English. Here, Kate (EM&NEM at TU) claims her opinion, and supports Sally's idea in some way. As she says:

In fact, I tell my students that their accent is not important. The most important function of English is communication. However, I do agree with Sally that it is an important requirement for your employer. [Kate, fg, Jan. 2007]

From the statements regarding the ownership of English above, we can realise that although the idea of EIL has been widely spread in the academic field, it is cannot be denied that some Taiwanese English teachers consider the ownership of English from a practical reason, which is that they want their students to have an advantage.

4.1.4 Teachers' Perceptions of Acquiring Target Language Culture Knowledge in the English Language Classroom

The final question for the interview is about teachers' perceptions of acquiring target language culture knowledge, for example, American or British culture for English, in the learning process. As I mentioned earlier, the English department at the comprehensive university is literature-orientated. The students at the English department at the university have to choose British and American literature as their core subjects. However, since English as an international language has been promoted in the EFL and ESL contexts, some scholars argue that it is unnecessary for students to acquire target culture knowledge when they learn English. So, the aim of this question is to find out what teachers think.

Since Sally's and Cherry's opinions about the ownership of English favour the UK and US, it seems they also agree that it is better for students to acquire some cultural knowledge of these two countries. As Sally (EM&NEM at TU) claims:

I think the social status of the English language is higher than other languages. (INTERVIEWER: So you think it is better to speak with a British or an American accent?) Yes... (INTERVIEWER: So you think British or American culture is important?) To be honest, if I think about it from my students' point of view, they will still want to understand these two countries' culture..... [Sally, fg, Jan. 2007]

Again, Cherry (NEM at CU) agrees with Sally and says:

When we introduce the language (English), it is very natural to mention these two countries (the UK and US) because the source is sufficient. If we do not consider the advantage of the English language, still these two countries are dominant in the world today. So, when we are teaching the language, it is very natural to introduce their cultures..... [Cherry, fg, Jan. 2007]

Sally (EM&NEM at TU) continues to claim that:

I think it is impossible to teach English as an international language because you need an accent and a culture to follow.....In my case, I think if I have to teach my students English, I will teach them an advantageous accent. It is irresponsible to

teach any accents that you like. This is my opinion.
[Sally, fg, Jan. 2007]

However, Sharon and Kate are against the idea of acquiring target language culture knowledge. Sharon (EM&NEM at CU) argues that:

But I disagree. I think you should target them (students) to see different cultures. They (students) have the ranking in their mind because the input is not correct. [Sharon, fg, Jan. 2007]

Kate (EM&NEM at TU) agrees with Sharon and says:

To be honest, I am not very keen on promoting British or American culture. If you talk about accents, it is true that in reality they (students) need a standard, especially in Taiwan. However, I do not think that they need to understand British or American culture. [Kate, fg, Jan. 2007]

As we can discover from the disagreement in this section, Taiwanese English teachers' perceptions of acquiring target language culture knowledge vary. Some of them still insist that students need to understand British or American culture in the case of learning English. Some of them believe the concept of English as an international language in their mind and think it is unnecessary to understand the target language culture, but still struggle with the idea whether students need a standard for learning English. I think Sally (EM&NEM at TU) points out an

important issue at the end of the interview. She says:

I think sometimes it is different between academics and the thing that students want. You can help them to be a global person, but you need to give them the most advantageous and beneficial skills.
[Sally, fg, Jan. 2007]

Apart from the findings regarding my research questions, an interesting discussion came out from the interview process. When I was teaching at university, I realised that my students were very fond of American English (material, culture, accent etc.), and seemed to reject other Englishes. Almost all interview participants agree with me that in Taiwan the English education is very American dominant. Cherry (NEM at CU) says that

When I was teaching, my students thought that British English sounded very nice and elegant. Sometimes, when they saw a British movie, they liked the accent very much. However, when I used the material which was with a British accent, my students complained and asked me to change it back to American English which they were familiar with. [Cherry, fg, Jan. 2007]

Eva (NEM at TU) says:

In Taiwan, American English is still dominant. Especially when students have exams, the English used for testing speaking and listening is all

American English. [Eva, fg, Jan. 2007]

In this section (4.1), I have presented the focus interview findings from four aspects—teachers’ perceptions of their students English studying motivation, motivation changes in the learning process, the ownership of English and acquiring target language culture knowledge in the language classroom. From the next section, I will present the interview findings.

4.2 Interview Findings (Students)

4.2.1 University Students’ Motivation for Studying English (EM and NEM at CU and TU)

Firstly, I interviewed four English-major students (Alice, Jean, Nina and Monica) from a technology university. I started by asking their motives for studying English and why they chose English as their major. Three of them tell me that it is because they want to have a better job and a promising career in the future. As

Monica (EM at TU) says:

I was working as an assistant at a kindergarten before, but I had no intention to work there for a long time. However, because I did not have a bachelor’s degree, it was difficult for me to find a good job. When I knew that I could get a degree after I graduated from the university, I was thinking about studying at university. I think that if I can have the degree, it will help me to find a better job. [Monica, I (I=interview), Feb. 2007]

However, getting a good job or having a promising career is not their only motive for studying English. Nina and Monica also tell me that they are interested in learning English as well. Among them, Alice (EM at TU) has different motives for studying English. As she says:

..... I do not want to do my master's degree after I graduate. If I can learn some English, then I can travel abroad..... [Alice, I, Feb. 2007]

Apart from travelling abroad, she also tells me that she chose the English department because she did not like other subjects, and she wants to broaden her view by studying English. As Alice (EM at TU) says:

.....at the time, I did not like other subjects, so I chose the English department.....

.....since I started learning Japanese, I have broadened my view. I think if you learn a foreign language, you will want to understand its culture so that you will have more knowledge. [Alice, I, Feb. 2007]

Compared to technology university English-major students' learning motives, comprehension university English majors' motives are very similar. Four of them indicate that they chose English as their major because they like learning English, although Joe (EM at CU) and David (EM at CU) tell me that their family

affected their decision making when they were choosing which subject to be their major. As Joe (EM at CU) remembers:

Actually, my family and my father's friend influenced me when I was making a decision on which subject to be my major. I was struggling whether I should choose business or English as my major. It would have been easier to find a job if I had chosen business. But my father's friend told me that I should follow my heart and interest. However, meanwhile, my father told me that I could not rely on my interest for the whole life..... (Interviewer: So, you still have not found the answer yet?) I think it is important to follow my interest. If I can find a job which is related to my specialty, I will be happier doing the job. [Joe, I, March 2007]

Among these four students, Vicki (EM at CU) also has another motive, as she says:

Firstly, among many other subjects, I am only interested in English. Secondly, although English is just a language, not a specialty, it still can help me become international along with my specialty. It is something that I need. [Vicki, I, March 2007]

Although David (EM at CU) is interested in learning English, he also has another motive as well. As he says:

.....English is convenient, especially if you want to go to other countries..... (Interviewer: You mean travelling?) Yes, travelling. [David, I, March 2007]

Only one English-major student from the comprehension university chose to study English purely because of his future career. Eric (EM at CU) says:

If you can speak good English, you can find a good job easily because Taiwanese cannot speak good English..... [Eric, I, March 2007]

As we can see from the result of the English-major students' motives for studying English from both the technology university and the comprehension university, interest and having a good job or career are the main reasons. As well as these, travelling and broadening their view are also very important to them. There is no big difference between these two groups (EM at CU and TU) although the orientation of the English departments is quite different.

Compared to English-major students' motivation, the main motives for non-English-major students at the technology university are university policy and the need for reading and understanding the materials (textbooks) which are written in English for their specialist subject. Frank, Kris, Spenser and Darren all agree that they studied English in year one and two because of university policy.

Kris and Darren even point out that they did not have any motive for studying English. They studied English only because they were forced to so. As Kris (NEM at TU) says:

We were forced to study English by the university authority. I'd rather not have any English lessons.
[Kris, I, Feb. 2007]

They tell me that their English learning motivation remained very low through all of year one and two because they were forced to study English. However, although some non-majors at the technology university indicate that they learnt English because of university policy, a few of them also tell me that English is important and they have a desire to learn it too. As Karen (NEM at TU) comments:

I learn English because it is a requirement for finding a good job. As well as this, I also want to broaden my view and have some more knowledge through English. [Karen, I, Feb. 2007]

Spenser (NEM at TU) says:

We were forced by the university to take the English language module. However, if the university had not pushed me, I would have studied myself. [Spenser, I, Feb. 2007]

Non-English-major students' (CU and TU) motives for studying English are very similar, for example, the need for reading and understanding the materials (textbooks) written in English for their specialist subjects, a job requirement and interest. However, I discovered that the non-majors at the comprehensive university tend to have stronger intrinsic motivation in learning English than those at the technology university. All of them (NEM at CU) seem to agree that English is important and can broaden their view, and they study English not because of university policy. Sherry (NEM at CU) says:

.....I study English because it can improve my language ability. Also, I can use English in many ways. We use a lot of materials which are written in English for our specialist subject (history). As well as this, I can obtain more information if I can understand English..... [Sherry, I, March 2007]

Carol (NEM at CU) also says:

Practically, I need to find some information about my specialist subject (music) on some foreign websites, which cannot be found on local websites.....If I can understand the foreign websites, I can obtain a lot of knowledge..... [Carol, I, March 2007]

Apart from the motives above, travelling and studying abroad are also very common among these non-English-major students at the comprehensive

university. Interestingly, the reasons for learning English are quite unique for James and Cathy. James (NEM at CU) tells me that he learns English because he likes English songs. Cathy (NEM at CU) enjoys studying English because she wants to talk about something in English which other people do not understand. She says:

Sometimes, if you do not want other people to understand what you are talking about, you can use another language. In this case, nobody will understand what you are saying. [Cathy, I, March 2007]

As we can see from the interview findings, both English-major and non-English-major students' English studying motives (reasons for learning English) at both the technology university and the comprehensive university are complicated. However, we can discover that English majors' motives (CU and TU) are primarily instrumentally-orientated and they tend to have a higher degree of intrinsic motivation than non-majors do. On the other hand, the non-English-major students at the technology university study English mainly because of university policy and the need for reading and understanding the materials (textbooks) written in English for their specialist subject. However, although the non-majors at the comprehension university study English because

of a similar reason (understanding their specialist subject), they tend to have stronger intrinsic motivation and some of them have a desire to broaden their view, travel and even study abroad.

4.2.2 University Students' Changes in Their Motivation (EM and NEM at CU and TU)

The second question is about changes in students' motivation during their learning process. If their motivation changes in any way, what is the influence?

Almost all students (both EM and NEM at CU and TU) indicate that their motivation changed in some ways in their English studying process, and agree that teachers and their teaching methods play a very important role. As Jean (EM at TU) comments:

Interviewer: So you think that teachers are the most important influence?

Jean (EM at TU): very crucial... because I think I am not very good at studying English and always feel very stupid. If the teacher just reads through the textbook or is not suitable for teaching the subject, I will feel bored..... [Jean, I, Feb. 2007]

Joe (EM at CU) also says:

.....Probably teachers' teaching method!
Sometimes, teachers just gave us a novel, and asked every student to read in class without any

explanation. But we still had to read it by ourselves after we went home. (Interviewer: So you think it affected you?) Mm... Many students complained about the teacher and thought it was a waste of time..... [Joe, I, March 2007]

Apart from negative influences from teachers, Amy (EM at CU) tells me that teachers' encouragement affects her a lot. As she says

.....Teachers' encouragement affects me a lot. I am a student who needs encouragement. If I am encouraged, I will do my best. [Amy, I, March 2007]

Another influential factor that affects their motivation is curriculum. Some of them agree that there is a gap between the curriculum design and their expectation. Monica (EM at TU) says:

I am very disappointed at the curriculum. I think it is important to learn English step by step and follow a sequence; however, our university is not doing a good job of designing the curriculum. They just pick something up randomly from various materials. We can not progress gradually. [Monica, I, Feb. 2007]

Furthermore, Nina (EM at TU) has a very similar opinion. She says:

There is no sequence in our curriculum. Imagining that if a student does not have any basic knowledge of English, but you teach him/her

intermediate English, he/she will not be able to understand the content at all. [Nina, I, Feb. 2007]

Some of the students mention that the curriculum brings them too much pressure.

David (EM at CU) says:

Sometimes, teachers ask us to read 40 pages of a novel. I am worried that maybe I cannot absorb it. (Interviewer: So, it is pressure from the curriculum?) Yes... too much for me. [David, I, March 2007]

Eric (EM at CU) has the same opinion. He says:

I think there is too much new vocabulary. (Interviewer: So, you think there are too many new words?) Yes...different kind of vocabulary. (Interviewer: So, you think it affects you?) Yes, I want to learn it but it is too much for me. [Eric, I, March 2007]

Although some students indicate the curriculums changed their English studying motivation in a negative way, some have a different thought and believe that the curriculum benefited them. As **Darren (NEM at TU) says:**

I think the curriculum design of our university is not bad. The curriculum aims to help the students to pass GEPT (General English Proficiency Test) which is recognised and authorised by the government. Since the students can have the training at university, there is no need to go to

private institutes or cram schools to prepare for the test. [Darren, I, Feb. 2007]

Another student **Carol (NEM at CU)** says:

Our freshman English module aims to improve students' listening comprehension. Due to this, our teachers are required to teach in English in class. The content might not be always relevant to the course book. Sometimes, teachers talk about their travelling experience etc. in English. The module aims to enable the students to speak and listen to English naturally, which is good. [Carol, I, March 2007]

Apart from teachers and curriculum, both **Jean (EM at TU)** and **Jane (NEM at CU)** agree that the interaction in the classroom is crucial. As **Jean (EM at TU)** says:

I think the interaction between teachers and students in class has influenced me a lot..... [Jean, I, Feb. 2007]

Jane (NEM at CU) comments:

I think that the atmosphere in the classroom is important to me. (Interviewer: You mean the interaction between students?) Yes, if everyone is shy, you will feel..... I'm so worried about this situation. (Interviewer: So, you think that the interaction between students affects you?) Yes, I will not feel like studying in class if everyone is

shy. (Interviewer: If the interaction is good, will you feel like studying more?) Yes. [Jane, I, March 2007]

Apart from teachers, curriculum, the interaction in the classroom, Karen (NEM at TU) points out another influence in her case:

Interviewer: Does any thing affect your learning motivation?

Karen (NEM at TU): Probably exams! I am so bored with exams because I have to memorise everything. [Karen, I, Feb. 2007]

Before I started my data collection in Taiwan, I had the assumption that exams might have played a very crucial role in changing students' English learning motivation since our education system is very exam-orientated. However, surprisingly, among all 20 students (EM and NEM at CU and TU), only a couple of students point out this factor. The others think that exams have nothing to do with their learning motivation and they already get used to having exams. On the other hand, some students even point out that exams push them to study and they think it is good stimulation. As Jean (EM at TU) says:

.....I think tests.....If we can have tests regularly, maybe we can progress faster because we can learn things step by step. However, if we only have the mid-term and the final exams in one semester, probably we will not be able to absorb the content

or knowledge, although everyone still attends the lectures and does the homework..... [Jean, I, Feb. 2007]

Frank has a similar opinion but he also has a different view on exams. Frank (NEM at TU) says:

I think sometimes exams push or force you to learn. However, I also agree that if I learn English under the pressure of exams, I will just cram some knowledge into my brain. But if I can learn English from our daily life, it will be more useful than what we learn in the classroom. Normally, I memorise the vocabulary from the daily life more easily than the vocabulary I learn from the teacher. [Frank, I, Feb. 2007]

Another influence mentioned by Frank (NEM at TU) and Eric (EM at CU) affecting students' English learning motivation is environment. As Frank (NEM at TU) says:

I think the surrounding environment also affects my learning motivation. If your computer or mobile phone is in English, you will learn more and faster. So, I think environment is an important factor..... [Frank, I, Feb. 2007]

Eric (EM at CU) says:

I think environment affects my motivation because there are not many people speaking English

surrounding me. [Eric, I, Feb. 2007]

Apart from these common influences such as teachers, curriculum, interactions in the classroom and environment, there are some other influences as well. For instance, Alice (EM at TU) believes that group work has affected her motivation.

As she says:

..... I think group work is a torture to me because some of the members are irresponsible and they finish their work without making any efforts..... Normally I am the one to combine everyone's work. However, actually, it is always me helping everyone to finish their work, and check everything. I am so tired. [Alice, I, Feb. 2007]

Interestingly, one student tells me that his girlfriend affects his English learning motivation. As James (NEM at CU) says

.....because my girlfriend is a foreigner and she can speak very good English. I want to improve my English to communicate with her..... [James, I, March 2007]

As we can see in this section, there are a number of influences affecting both English-major and non-English-major students' studying motivation such as teachers, teaching methods, curriculum, interactions in the classroom, environment, group work and even love. Among these influences, teachers are

the most influential factor considered by almost every student. For most students, exams are not an issue in their learning process because they have already got used to having exams and some of them even consider exams as a positive force.

4.2.3 University Students' Perceptions of the Ownership of English (EM and NEM at CU and TU)

The third question for the interview aims to explore students' perceptions of the ownership of English. I am interested in finding out whether they are aware of the concept of English as an international language (EIL) or not. Almost all students in the study seem to agree that English is an international language and it is for communication purpose and shared by the people who speak it. The following is the result from the English-major students at both the technology university and the comprehension university. **Monica (EM at TU)** says:

I do not think English belongs to certain countries. If you want to learn it, you can use it. It is like that there are various accents of Taiwanese. When I was an assistant at a kindergarten, many parents asked me that "Do your foreign teachers speak standard English?" But I asked them "What do you mean by standard? There are various accents of Taiwanese. Can you say that they are not standard and wrong?" [Monica, I, Feb. 2007]

Similarly, **Nina (EM at TU)** says:

I do not think that English is used only in certain countries. It is a communication tool..... [Nina, I, Feb. 2007]

Joe (EM at CU) says:

I do not think that English belongs to certain countries because English is a common communication language today. Maybe it is not used in some regions, but it is still spoken by the majority of people. In this case, you cannot say who can speak it, who invents it, or who owns it. [Joe, I, March 2007]

Amy (EM at CU) also comments:

I do not think that English belongs to certain countries. I have some Philippine and Japanese friends who also can speak very good English. So, I do not think that English belongs to a certain country or race. For instance, Chinese is studied by everyone today. [Amy, I, March 2007]

Most non-English-major students have the same opinions as the English-major students do although some of them tell me that they have never thought about this question before. **Frank (NEM at TU) says:**

.....I think there is no barrier for English in the world today.....English does not belong to any country. It is used and shared by everyone..... [Frank, I, Feb. 2007]

Carol (NEM at CU) comments:

As we can see from the changes internationally today, I think English is like Chinese and is becoming more and more popular. Even you can say that it is too popular to tell who owns the language.....I think it will be more and more difficult to define the ownership of English. [Carol, I, March 2007]

James (NEM at CU) also says:

I do not think that English belongs to certain countries. If you can speak English and the person whom you talk to can speak English as well, then you two can communicate. Even if you are not in the UK or US, you still can use English to communicate in Japan or Korea. [James, I, March 2007]

However, among the non-English-major students, Spenser has a different opinion on the issue of the ownership of English.

Interviewer: Do you still think that English belongs to the UK or US?

Spenser (NEM at TU): Yes, because these two countries are the mainstreams..... [Spenser, I, Feb. 2007]

Although most of the students that I interviewed agree that English is an

international language and there is no need to follow British or American English,

Nina (EM at TU) still has the wish to speak ‘beautifully’. As she says:

.....but my opinion is that if I can speak it beautifully, I want to do that. But it does not necessarily mean that I have to speak like an English native speaker. The purpose is to let everyone understand and accept it..... [Nina, I, Feb. 2007]

As we can see from the findings in this section, although a couple of students indicate that English still belongs to certain countries (e.g. the UK or US), most Taiwanese university students in the study are in fact aware of the notion of English as an international language and believe that English does not belong to particular countries and plays a role as a communication tool today.

4.2.4 University Students’ Perceptions of Acquiring Target Language Culture Knowledge in the English Language Classroom (EM and NEM at CU and TU)

The final question for the interview aims to find out both English-major and non-English-major students’ perceptions of acquiring target language culture knowledge, for example, British or American culture, in their English learning process. In Section 4.2.3, we understand that in most students’ minds, English has become an international language. In this case, is it necessary for them to

understand target language culture or acquire the knowledge when they study English? Most students (EM and NEM at CU and TU) that I interviewed agree that it is necessary to have some knowledge regarding target language culture. As

Alice (EM at TU) says:

I think it is necessary to learn British or American culture. If you understand more about the culture, then you will probably be more interested in the language, and you will want to read more English books. [Alice, I, Feb. 2007]

Amy (EM at CU) also comments:

I think it is necessary to understand British or American culture. Our teacher told us before that if you wanted to understand a language, except for its grammar, structure and vocabulary, you had to understand the culture. You have to understand the target language culture and then you can really understand the language. [Amy, I, March 2007]

Non-English-major student Carol (NEM at CU) has a very similar opinion. She says:

When you learn a language, it is necessary to understand the target language culture. For example, there are many Chinese idioms. If you do not understand the cultural background, you will not understand where the idiom comes from. If

you do not know the origin of the idiom, then you will not know how to use it. [Carol, I, March 2007]

However, although most students agree that it is necessary to understand target language culture, they also tell me that they would not mind using English to understand other cultures such as Thai culture, French culture, European culture and African culture as well. As **Darren (NEM at TU)** says:

..... The world is a global village now. So I think it is necessary to have some knowledge about various cultures. [Darren, I, Feb. 2007]

Joe (EM at CU) also says:

Apart from British and American culture, I also want to know South American culture, for example, Maya culture or Inca Empire. (**Interviewer:** So, you do not just want to know British and American culture?) No... No... I also want to know other cultures as well. [Joe, I, March 2007]

However, there are two students who think it is unnecessary to acquire target language culture knowledge. **Nina (EM at TU)** comments:

If English is an international language, why should we learn British or American culture? If the cultural knowledge is in the course book, then it is O.K. for me to learn it. However, it should not be restricted to only the UK and US these two countries. You can have more knowledge about

other festivals or activities from different cultures.

Interviewer: So, you are saying that you want to use English to understand other cultures, not only British or American culture.

Nina (EM at TU): Yes. I do not want to be a British or an American. [Nina, I, Feb. 2007]

Kris (NEM at TU) says:

I do not think we need to learn culture when we study English. [Kris, I, Feb. 2007]

As we can see from this section, although most of the students have the thought that it is necessary to understand target language culture (e.g. British or American culture), they also agree that it would be better to use English to broaden their view to other cultures as well. Interestingly, when I was conducting the interviews, a couple of students told me that they were fond of the British accent and culture although Taiwan is influenced by American culture and system.

Interviewer: Do you want to understand British or American culture?

Spenser (NEM at TU): British culture..... I think the UK has a long history..... [Spenser, I, Feb. 2007]

Carol (NEM at CU) says:

Although I do not think that English belongs to British or American, I still feel that there is a difference between British and American English. I think British English is more elegant. [Carol, I, March 2007]

In this section, I have presented the interview findings of Taiwanese university students' English studying motivation, motivation changes in the learning process and perceptions of the ownership of English and acquiring target language culture in the English language classroom across four different programmes (CU-EM; CU-NEM; TU-EM; TU-NEM). In the next section, I will present the questionnaire findings which involve university students only.

4.3 Questionnaire Findings (Students)

During the period (April 2007~May 2007) of my questionnaire administration, I administered 439 questionnaires to the four groups (CU-EM; CU-NEM; TU-EM; TU-NEM) for my research, and received 430 valid questionnaires (CU-EM=107; CU-NEM=122; TU-EM=103 TU-NEM=98). The response rate was 97.94%. The following are the questionnaire findings.

4.3.1 Background Information

The majority of the participants are female students (69.86%) and there are only 30.14% of male students in this research. As for the programme distribution,

28.37% of the participants are non-majors at the comprehensive university followed by English majors (24.88%) at the comprehensive university, English majors (24.19%) at the technology university and non-majors (22.56%) at the technology university. Apart from gender and programmes, almost half of the participants (51.72%) are English-major students followed by arts (15.2%), medicine (11.52%), business (10.05%), design (4.9%), engineering (3.92%), agriculture (2.21%) and science (0.49%).

The final part of the background information section is to explore participants' experience abroad. The first question is about whether the participant has ever stayed or studied in a foreign country. If the answer is positive, the participant needs to specify which country and the length of the stay. The result indicates that the majority of the participants (90.7%) have not stayed in a foreign country before. 3.95% of the participants have stayed in the US followed by the UK (1.4%), Canada (1.4%), Japan (0.7%), Singapore (0.7%), Australia (0.47%), New Zealand (0.23%), Korea (0.23%) and China (0.23%). Most of the participants who have the experience of staying abroad have stayed in a foreign country for less than 12 months. The majority of them only have stayed for one to two months.

4.3.2 Learning Orientation

The second section of the questionnaire explores participants' English learning motivation at university. There are four motivational dimensions (intrinsic motivation; instrumental orientation; integrative orientation; external pressure) and each one includes three Likert-scale statements (items). The findings of this section are the following.

4.3.2.1 Internal Consistency Reliability Check across the Dimensions

As I mentioned in the methodology chapter, during the process of the questionnaire design, item 16 (I study English because it will enable me to broaden my view) was placed in the dimension of instrumental orientation based on Gardner's AMTB (Gardner, 1985). However, this item seems hard to classify and is open to interpretation. For example, Noels, Pelletier and Vallerand (2000:57-85) argue that to learn a foreign/second language in order to acquire knowledge is more a form of intrinsic motivation. Due to the complexity of this item, in the piloting process (see Section 3.3.3.3), I did an internal consistency reliability check based on the different dimensions. The result suggests that item 16 (I study English because it will enable me to broaden my view) is not strongly connected with the other items in the dimension of instrumental orientation. Due

to this, I decided to replace the item with another one 13 (I study English because it will help me to obtain a higher paying job) which is unquestionably defined as an instrumental item, and kept item 16 (I study English because it will enable me to broaden my view) unattached to any dimensions and open for discussion.

After I received the valid questionnaires, I started the analysis by including item 16 (I study English because it will enable me to broaden my view) in each of the four dimensions one by one in order to check the consistency reliability. The result indicates that this item is well connected with the dimensions of intrinsic motivation and integrative orientation (see Table 4.1 and Table 4.2).

| Reliability Statistics | | | | |
|------------------------|------------|--|--|--|
| Cronbach's Alpha | N of Items | | | |
| .774 | 4 | | | |

| Item-Total Statistics | | | | |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| intrinsic | 9.31 | 3.091 | .611 | .702 |
| intrinsic | 9.43 | 2.674 | .648 | .680 |
| intrinsic | 9.24 | 2.984 | .585 | .715 |
| mot13 | 9.03 | 3.479 | .472 | .769 |

Table 4.1—Internal consistency reliability of intrinsic motivation (*mot13= the item—I study English because it will enable me to broaden my view) (N=430)

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .759 | 4 |

| Item-Total Statistics | | | | |
|-----------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| integrative | 9.84 | 2.807 | .493 | .746 |
| integrative | 9.76 | 2.828 | .556 | .704 |
| integrative | 9.51 | 3.012 | .593 | .687 |
| mot13 | 9.60 | 2.978 | .612 | .677 |

Table 4.2—Internal consistency reliability of integrative orientation
(*mot13= the item--I study English because it will enable me to broaden my view) (N=430)

However, in order to investigate this issue more fully, after I completed the data collection and did the internal consistency reliability check, I invited three of my Taiwanese colleagues who were all doing their doctoral degree at the University of Warwick for a short informal discussion on this issue on June 22, 2007. The discussion lasted for about 20 minutes and was audio-recorded. Since the discussion was in Mandarin Chinese as the participants wished, the following excerpts were all translated by me. All of the participants seem to agree that personal development is part of intrinsic motivation. As one participant says, “[w]hen talking about broadening one’s view, my first thought would be travelling and personal development.” [Teacher A, d (d=discussion), June 2007]

Another participant also says:

I think obtaining knowledge is about personal development. My first thought about this issue is that I often search some information such as music or entertainment, which is in English on the internet for my knowledge. Because a lot of

websites are in English only, if I can understand English, I will have an opportunity to obtain more knowledge. This might be one of my motives for studying English. [Teacher B, d, June 2007]

Although all three participants seem to agree that personal development is within the dimension of intrinsic motivation, one of them also sees it from another aspect. As she says:

...but, to some extent, I think broadening one's view is somehow related to a job as well. Today, many people need English for their job. Some people might think that developing their English skill and broadening their view can benefit them for doing their job. So, it (broadening the view) might have something to do with a job requirement as well. [Teacher C, d, June 2007]

Interviewer: So, it (personal development) might be related to both (intrinsic motivation and instrumental orientation)?

All: Yes!

As we can see from the discussion above, although these three participants agree that personal development is part of intrinsic motivation, they also believe that it might be associated with some practical reasons as well.

4.3.2.2 Intrinsic Motivation

From this section, I will interpret the findings of the questionnaire data according

to the four motivational scales (dimensions). Regarding the scale of intrinsic motivation, the ANOVA result (the mean difference is significant at the 0.05 level) shows that there is a significant difference between the English majors and the non-majors. The English-major students tend to have higher intrinsic motivation than the non-majors do. As well as this, another major difference is that the non-majors' intrinsic motivation for studying English at the comprehensive university (CU-NEM) is higher than the non-majors' at the technology university (TU-NEM) (see Table 4.3 for the scale-level analysis and Table 4.4 for the item-level analysis).

| <div>Groups</div> <div>Scale</div> | CU-EM (N=107) | | CU-NEM (N=122) | | TU-EM (N=104) | | TU-NEM (N=97) | |
|------------------------------------|------------------|------|-------------------|------|------------------|------|------------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Intrinsic | 3.21 | 0.53 | 2.99 | 0.61 | 3.21 | 0.49 | 2.59 | 0.63 |

Table 4.3—Intrinsic motivation across the four programmes

| <div>Groups</div> <div>Items</div> | CU-EM (N=107) | | CU-NEM (N=122) | | TU-EM (N=104) | | TU-NEM (N=97) | |
|------------------------------------|------------------|------|-------------------|------|------------------|------|------------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Enjoy learning English | 3.35 | 0.58 | 2.96 | 0.73 | 3.23 | 0.48 | 2.54 | 0.64 |
| Enjoy speaking English | 3.11 | 0.70 | 2.91 | 0.77 | 3.13 | 0.76 | 2.45 | 0.84 |
| Bring Confidence | 3.20 | 0.70 | 3.11 | 0.74 | 3.27 | 0.67 | 2.78 | 0.79 |

Table 4.4—Intrinsic motivation items (Cronbach alpha=0.769)

4.3.2.3 Instrumental Orientation

The second motivational scale of this section is instrumental orientation. The participants had to rate three items which were “I study English so that I can get a better job”, “I study English because it will enable me to understand my specialty subject” and “I study English because it will help me to obtain a higher paying job” Interestingly, the results indicate that the students’ perception of these three instrumental items across the four groups in this study is homogeneous. In other words, most university students in this research agree that one of the motives they study English is because of practical reasons such as getting a good job or a better salary (see Table 4.5 for the scale-level analysis and Table 4.6 for the item-level analysis).

| <div>Groups</div> <div>Scale</div> | CU-EM (N=107) | | CU-NEM (N=122) | | TU-EM (N=104) | | TU-NEM (N=97) | |
|------------------------------------|------------------|------|-------------------|------|------------------|------|------------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Instrumental | 3.16 | 0.50 | 3.27 | 0.48 | 3.26 | 0.53 | 3.12 | 0.53 |

Table 4.5—Instrumental orientation across the four programmes

| <div>Groups</div> <div>Items</div> | CU-EM (N=107) | | CU-NEM (N=122) | | TU-EM (N=104) | | TU-NEM | |
|------------------------------------|------------------|------|-------------------|------|------------------|------|--------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Better job | 3.29 | 0.64 | 3.52 | 0.59 | 3.38 | 0.65 | 3.31 N=97 | 0.69 |
| Specialty | 3.08 | 0.71 | 2.96 | 0.78 | 3.07 | 0.65 | 2.82 N=97 | 0.79 |
| Better pay | 3.13 | 0.66 | 3.36 | 0.61 | 3.34 | 0.71 | 3.25 N=96 | 0.72 |

Table 4.6—Instrumental orientation items (Cronbach alpha=0.592)

4.3.2.4 Integrative Orientation

The third dimension is integrative orientation which includes three items: “I study English because I want to travel/study abroad”; “I study English because it will enable me to better understand foreign cultures”; “I study English because it will enable me to meet and converse with more and varied people”. The ANOVA result (the mean difference is significant at the 0.05 level) suggests that there is a significant difference between the non-English-major students who show a little lower degree of integrative orientation at the technology university (TU-NEM) than the other students (see Table 4.7 for the scale-level analysis and Table 4.8 for the item-level analysis). A finding worth mentioning is that the English majors’ (CU-EM and TU-EM) perception of the third item (I study English because it will enable me to meet and converse with more and varied people) is exactly identical (see Table 4.8).

| <div>Groups</div> <div>Scale</div> | CU-EM (N=107) | | CU-NEM (N=122) | | TU-EM (N=104) | | TU-NEM (N=97) | |
|------------------------------------|------------------|------|-------------------|------|------------------|------|------------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Integrative | 3.33 | 0.52 | 3.23 | 0.54 | 3.28 | 0.51 | 2.92 | 0.63 |

Table 4.7—Integrative orientation across the four programmes

| <div>Groups</div> <div>Items</div> | CU-EM (N=107) | | CU-NEM (N=122) | | TU-EM | | TU-NEM (N=97) | |
|------------------------------------|------------------|------|-------------------|------|---------------|------|------------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Travel/study abroad | 3.17 | 0.75 | 3.21 | 0.76 | 3.04 N=104 | 0.80 | 2.77 | 0.84 |
| Understand foreign cultures | 3.37 | 0.69 | 3.07 | 0.72 | 3.34 N=104 | 0.67 | 2.79 | 0.76 |
| Converse with varied people | 3.48 | 0.60 | 3.42 | 0.64 | 3.48 N=103 | 0.59 | 3.20 | 0.74 |

Table 4.8—Integrative orientation items (Cronbach alpha=0.677)

4.3.2.5 External Pressure

The last dimension explores students’ external pressure for studying English. There are three items within this scale: “I study English because of university policy or curriculum”; “I study English because my parents push me to do so”; “I study English because I need it to pass exams”. The ANOVA result (the mean difference is significant at the level of 0.05) suggests that the non-English-major students from both the comprehensive and the technology university (CU-NEM and TU-NEM) bear higher external pressure for studying English than the English-major students do (CU-EM and TU-EM) (see Table 4.9 for the scale-level analysis and Table 4.10 for the item-level analysis).

| <div>Groups</div> <div>Scale</div> | CU-EM (N=107) | | CU-NEM (N=122) | | TU-EM (N=104) | | TU-NEM (N=97) | |
|------------------------------------|------------------|------|-------------------|------|------------------|------|------------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| External Pressure | 2.11 | 0.57 | 2.53 | 0.55 | 2.17 | 0.60 | 2.70 | 0.59 |

Table 4.9—External pressure across the four programmes

| <div>Groups</div> <div>Items</div> | CU-EM (N=107) | | CU-NEM (N=122) | | TU-EM (N=104) | | TU-NEM (N=97) | |
|------------------------------------|------------------|------|-------------------|------|------------------|------|------------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| University policy or curriculum | 2.20 | 0.77 | 2.74 | 0.73 | 2.29 | 0.77 | 3.05 | 0.78 |
| Parental pressure | 1.58 | 0.68 | 1.78 | 0.78 | 1.55 | 0.66 | 2.03 | 0.79 |
| Pass exams | 2.57 | 0.76 | 3.09 | 0.69 | 2.70 | 0.90 | 3.04 | 0.81 |

Table 4.10—External pressure items (Cronbach alpha=0.651)

4.3.3 Motivation Changes

The aim of this section is to investigate participants’ thoughts about changes in their motivation during the process of studying English at university. Since motivation change is a multi-faceted and complicated concept, I decided to use an open-ended question to explore it. Participants could choose to answer the question either in Mandarin Chinese or English. The question asks whether their English studying motivation has changed in any way or not, and if so, what the reasons are.

Before I started the whole questionnaire administration, I did not expect many responses to this question from the university students in Taiwan. As I am a Taiwanese, I know that many people are unwilling to answer open-ended questions in a questionnaire. Nevertheless, when I received the valid

questionnaires, I was surprised with the many responses from those Taiwanese university students. Among 430 valid questionnaires, 269 participants answered this question (CU-EM=73; CU-NEM=94; TU-EM=70; TU-NEM=32). I started analysing this open-ended question data by creating a number of categories regarding the reasons for motivational changes. The categories are teachers, university policy, curriculum, interest, instrumental reasons, travelling (or short stay abroad), pressure and daily communication.

The responses to this question indicate that the majority (about 70% of the total 269 respondents) of the students' English studying motivation has changed at university in some ways. Although there are four groups of participants in my research, the reasons which cause these motivation changes are rather similar. The students address the influences such as university policy/curriculum/pressure, peer pressure, friendship, teaching methods, course books, time limit, teachers etc. About 60 percent of the respondents who answered this question point out that the teacher plays a very crucial role in their English learning process. As one student (NEM at TU) says:

If you do not like English and have no intention to study it, the teacher's teaching method is the key point to change the attitude. If the teacher does not

know how to teach, then the student will gradually lose his/her motivation. A good teacher who can teach well can really motivate students to learn English. [Student A, Q (Q=questionnaire), April 2007]

Apart from the reasons mentioned above, a number of students (about 7% of the total 269 respondents) mention that the opportunity of meeting and talking to a foreigner in English in Taiwan changes their motivation for studying English at university. One student (NEM at CU) says: "...because there are some foreigners on-campus, I would like to talk to them....." [Student B, Q, April 2007] Another reason which causes some students' learning motivation changes (about 15% of the total 269 respondents) is that they have an opportunity to travel or stay abroad for a short period, for example, a summer or winter vacation. One student (NEM at TU) mentions that, "after I came back from a foreign country, I started loving English more and realising how important it was." [Student C, Q, April 2007] Another interesting factor for one student's motivational change is love (about 3% of the total 269 respondents), as he (NEM at CU) says: "since my girlfriend is a student of the English department, she forces me to practise listening everyday..." [Student D, Q, April 2007]

Another finding emerging from the three programmes of students (CU-EM;

CU-NEM; TU-EM) is that some students (about 20% of the 237 respondents) believe that their motivation changed from the pressure to pass the exams at high school and/or the parental expectations to various personal reasons such as interests, instrumental orientation, travelling, broadening the view, communicating with foreigners and understanding other cultures at university. One student (EM at TU) says: "...at first, I studied English because of my parents' expectations, but now I hope that English can benefit my future career."

[Student E, Q, April 2007] Another student (NEM at CU) says:

I studied English in high school because of the exams and of pursuing good grades. However, now, I would like to communicate with various foreigners in English. If I can speak English, I do not need to worry about studying or travelling abroad, or even my job. [Student F, Q, April 2007]

Similarly, one student (NEM at CU) says:

I studied English in high school because of the exams. However, after entering university, I realise how important English is. We have to use English for our specialist subjects. As well as this, having a good level of English can broaden my view. So, I like English very much. [Student G, Q, April 2007]

One student (EM at CU) also says:

After entering university, I feel that I do not study English because of the exams. I want to improve my ability and be more confident. It is important to study English actively at university. At university, many students have a high level of English proficiency. I want to study harder and improve myself. [Student H, Q, April 2007]

Interestingly, the English-major students at both the comprehensive and the technology university (CU-EM and TU-EM) state another similar thought about their motivational changes. A number of the students (about 20% of the 143 respondents) believe that their English studying motivation changes from a real interest to passing the exams and preparing for getting a good job. One student (EM at CU) says:

In the beginning, I studied English because I really liked it. However, after I get into the university, I feel that I study English is to pass the exams. [Student I, Q, April 2007]

Another student (EM at TU) writes in English and says:

.....my internal motivation (love for English) has been changed into external one for my 'major' in English, which makes me use it to find a job. Thus, I must improve my English abilities according to working requirement. [Student J, Q, April 2007]

Similar to the previous student, one student (EM at CU) writes in English and

says:

When I decided to study English at first, I just wanted to prove how good or bad my English is. However, after three years, I changed my mind. I think studying English can enable me to get a better job with higher paid. [Student K, Q, April 2007]

Among the English-major students at the comprehensive university (CU-EM), some of the students (about 10% of the 73 respondents) point out another reason why their motivation has changed at university. In Taiwan, the English departments of the comprehensive universities are generally literature and/or linguistics orientated. The students may not have an opportunity to choose some practical subjects such as business English, interpretation or translation etc. One student (EM at CU) comments:

I chose the Department of English Literature because I was interested in literature and history. However, after I started my study, I realised that there were only 1% or 2% of the graduates who could have a career on these subjects. On the other hand, although the Department of Applied English is not literature-orientated, the curriculum is practical. In other words, I can acquire some business knowledge combined with English, which is important for my job hunting in the future. English is only a tool. [Student L, Q, April 2007]

Another student has a similar opinion. As she (EM at CU) says: “my university (the English department) focuses on literature which is not my favourite. I like something which can be applied in a real conversation.” [Student M, Q, April 2007]

As we can discover from the findings of this section, motivation change is an abstract and complex concept. Since everyone’s cognition is different, their attitude toward the motivational change varies. The responses in the questionnaires can only briefly give us some thoughts about what students think in their English studying process.

4.3.4 English Today

The focus of the fourth section in the questionnaire aims to explore participants’ perceptions of the role of English today. There are three aspects which are ‘disagree with native ownership’, ‘more varieties of Englishes’ and ‘disagree with native norm’ in this section. The findings are the following.

4.3.4.1 Disagree with Native Ownership

Four items—“English belongs to the UK/USA”; “It is native speakers’ right to decide how English should be used”; “If English is used differently from British

or American English, it must be wrong”; “English belongs to anyone who attempts to speak the language”—aim to explore participants’ viewpoints on the issue of the ownership of English. The results indicate that there is no significant difference on these four items across the four programmes of students (CU-EM; CU-NEM; TU-EM; TU-NEM) (see Table 4.11). In other words, the students’ thinking is homogeneous and they disagree that English belongs to certain people i.e. English native speakers, or countries i.e. English-speaking countries. Especially, the students share a strong disagreement on the item (If English is used differently from British or American English, it must be wrong) here.

| Groups Items | CU-EM (N=107) | | CU-NEM | | TU-EM | | TU-NEM (N=96) | |
|---|------------------|------|---------------|------|---------------|------|------------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| English belongs to UK/USA | 2.22 | 0.75 | 2.37 N=122 | 0.70 | 2.28 N=102 | 0.68 | 2.48 | 0.84 |
| NSs can decide how English should be used | 2.57 | 0.72 | 2.53 N=121 | 0.73 | 2.47 N=102 | 0.72 | 2.41 | 0.86 |
| English different from UK/USA is wrong | 1.82 | 0.62 | 1.93 N=122 | 0.58 | 1.85 N=103 | 0.56 | 2.01 | 0.70 |
| English belongs people who speak it | 3.50 | 0.65 | 3.49 N=122 | 0.59 | 3.49 N=103 | 0.59 | 3.34 | 0.61 |

Table 4.11—Participants’ perceptions of the native ownership of English

4.3.4.2 More Varieties of Englishes

The second part of this section aims to discover whether participants agree that there should be varieties of Englishes in the world today. The first item they have to rate is “Standard English means British or American English”. The finding shows that all the students in the research seem to disagree that Standard English should be British or American English (see Table 4.12). However, the result of the next item (It is better to have many different kinds of Englishes in the world) shows a contradictory finding. Although there is a significant difference (the mean difference is significant at the 0.05 level) between the comprehensive university students’ thought (CU-EM and CU-NEM) and the technology university students’ (TU-EM and TU-NEM), most students seem to agree that there should not be varieties of Englishes in the world (see Table 4.12).

| <div>Groups</div> <div>Items</div> | CU-EM (N=106) | | CU-NEM (N=122) | | TU-EM | | TU-NEM | |
|---------------------------------------|------------------|------|-------------------|------|---------------|------|--------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Standard English means UK/USA English | 2.61 | 0.75 | 2.60 | 0.81 | 2.70 N=101 | 0.71 | 2.58 N=95 | 0.78 |
| Better to have various Englishes | 2.34 | 0.76 | 2.30 | 0.83 | 2.00 N=102 | 0.70 | 1.92 N=96 | 0.77 |

Table 4.12—Participants’ perceptions of varieties of Englishes

4.3.4.3 Disagree with Native Norm

In the last part of this section, two items (“Imitating how native speakers use English is most important in learning English” and “I will try my best to get rid of my Chinese accent”) aim to explore participants’ views on the issue of English native speakers’ norm. Again, the results show that there is no significant difference across the four programmes of students (CU-EM; CU-NEM; TU-EM; TU-NEM) on this issue. However, we can discover that there is another contradictory finding here as well. Table 4.13 indicates that the students do not consider that imitating English native speakers’ competence of using English is important. Nevertheless, the students seem to agree that they would like to try to get rid of the Chinese accent when speaking English (see Table 4.13).

| <div>Groups</div> <div>Items</div> | CU-EM (N=107) | | CU-NEM (N=122) | | TU-EM (N=103) | | TU-NEM (N=96) | |
|--|------------------|------|-------------------|------|------------------|------|------------------|------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Imitating NSs is important in learning English | 2.50 | 0.86 | 2.70 | 0.74 | 2.81 | 0.81 | 2.56 | 0.83 |
| Try to get rid of my Chinese accent | 3.06 | 0.82 | 3.07 | 0.69 | 3.28 | 0.67 | 2.80 | 0.80 |

Table 4.13—Participants’ perceptions of native norm

4.3.5 Other Comments

The last question in the questionnaire is about participants’ other comments regarding the attitude to learning English. Among the valid 430 questionnaires,

183 participants (CU-EM=47; CU-NEM=69; TU-EM=46; TU-NEM=21) answered this question. The responses show a number of mixed feelings in relation to studying English. Many students (about 30% of the total 183 respondents) mention that English is important, but too difficult to learn, and they wish they could learn it happily. The sentence “practice makes perfect” appears six times from the responses. Also, many students (about 40 % of the total 183 respondents) point out an important influence affecting their English learning attitude, which is interest. One student (EM at TU) says, “I think ‘interest’ is crucial...” [Student N, Q, April 2007] Another student (EM at TU) comments, “I think interest is important. I have the desire to study English because I like Western pop music and movies.” [Student O, Q, April 2007]

Apart from interest, another point that emerges from many students (about 40 % of the total 183 respondents) is the environment. Many students specify that they do not have opportunities to use English in their daily life in Taiwan so they can not improve their English. Some (about 5 % of the total 183 respondents) even criticise the English education of Taiwan for its failure in this regard. One student (EM at TU) says, “I wish I could apply English in my daily life more”.

[Student P, Q, April 2007] Another student (NEM at CU) comments:

It is important to use English everyday if you want to improve it. We speak Mandarin Chinese in our daily life, but only speak one or two English sentences in English class..... [Student Q, Q, April 2007]

Although most students in the research agree that English is important, some (about 10% of the total 183 respondents) also point out that Mandarin Chinese is increasingly popular in the world. Do we really need to blindly chase English? One student (EM at TU) comments, “learning English is important but to master Mandarin Chinese is far more important because it is a future trend”. [Student R, Q, April 2007] Another student (NEM at CU) has a similar opinion and says “since China is becoming stronger, will the English language still be a mainstream in the future?” [Student S, Q, April 2007]

Similar to the finding of participants’ thoughts on the varieties of Englishes (see section 4.3.4.2), the responses to this last question also show some contradiction on this issue. One student (NEM at CU) comments:

Language is like a bridge to connect people. A global language is decided depending on how powerful the country is. I think there should be a standard for the global language and should not be any regional differences. [Student T, Q, April 2007]

However, another student (NEM at CU) has an opposite opinion, as the student says, “language is different in various regions because of local cultures. So, there should not be any ‘standard English’ as long as there is no problem for communication.” [Student U, Q, April 2007]

As we can see from the comments about the participants’ attitude to learning English, some of them sustain positive thinking, but some of them are pessimistic and have doubts about studying English in Taiwan. Also, some participants start to realise how important Mandarin Chinese is in the world today. As for the issue of the varieties of Englishes, the participants seem to still have some contradictory thoughts.

4.4 Summary

In this chapter, I analysed the findings of the data collected through three different methods—focus group interview, interview and questionnaire. The focus group interview findings indicated university English teachers’ thoughts on their students’ studying motivation, motivation changes and their perceptions of the role of English today including the ownership of English and acquiring target language cultural knowledge in the EFL classroom. The interview and questionnaire findings presented university students’ thinking about the above

issues and some other comments regarding their attitude to learning English across four different programmes. In the next chapter, I will discuss some important issues that emerged from the findings in more detail.

Chapter Five—Discussion

In this chapter, I will discuss some key issues which emerged from the findings presented in Chapter Four from three aspects—university students' motivation for studying English, changes in their motivation and the influences which caused the changes, and perceptions of the role of English today and language models. In order to give a whole and clearer picture, I will discuss these issues by integrating insights from different data sources (focus group interview, interview and questionnaire) where relevant. Unless otherwise stated, all excerpts from focus group interview, interview and questionnaire in this chapter have been translated from Mandarin Chinese into English by me.

5.1 Motivation for Studying English (Orientations)

In this section, I will discuss Taiwanese university students' motivation for studying English and compare their motivation across four different groups (English majors and non-majors at both the comprehensive university and the technology university). As I explained in Chapter One, the comprehensive university (CU) is mainly research-based and the technology university (TU) is practice-orientated.

5.1.1 Instrumental Orientation

The questionnaire and interview findings show that the majority of the students (across the four groups) study English for instrumental reasons such as finding a good job, having a better salary or understanding their specialist subjects. However, the definition of ‘instrumental orientation’ here is a debateable issue. As I pointed out in the methodology chapter (see Section 3.3.3.3), in the first version of the questionnaire (see Appendix 1), I adapted an item (Studying French can be important for me because it will make me a more knowledge person) from Gardner’s (1985) AMTB to ‘I study English because it will enable me to broaden my view’ and included it in the instrumental orientation section as Gardner had classified personal development as part of instrumental orientation. However, the piloting result (see Section 3.3.3.3) suggested that the item had a low correlation with the other instrumental items such as ‘finding a better job’ and ‘understanding speciality subjects’. Due to this, I replaced the item with another one (I study English because it will help me to obtain a higher paying job) and kept it for open discussion. The final results of the questionnaire show that the item of personal development is well correlated with intrinsic motivation and integrative orientation (especially with intrinsic motivation) (see Section 4.3.2.1). This finding is correspondent with Noels, Pelletier and Vallerand’s (2000:57-85)

claim that to learn a foreign/second language in order to acquire knowledge is more a form of intrinsic motivation. As discussed in Section 2.1.1, Vallerand and his associates identified a subtype of intrinsic motivation, intrinsic-knowledge, which refers to the individual's satisfaction and pleasure when obtaining knowledge and finding out new things (see Section 2.1.1 for the discussion). The results of the questionnaire in this study also suggest that personal development is part of intrinsic motivation.

Based on the questionnaire results, we might be able to assume that personal development is more a form of intrinsic motivation than instrumental orientation.

However, as mentioned in Section 4.3.2.1, after the questionnaire data were analysed, I invited three of my Taiwanese colleagues who were all doing their doctoral degree at Warwick University for a short informal discussion on this issue. All of the participants seem to agree that personal development is part of intrinsic motivation. However, meanwhile, they believe that it might be associated with some practical reasons as well. One participant indicates that the individual might benefit from his/her own personal development for doing his/her job. Since the participants are all English teachers and have to use English every day as their job requirement, the discussion result is unlikely to

represent Taiwanese university students' thoughts on this issue. However, it does remind us that motivation is a multifaceted and multidimensional concept and cannot be classified in a simple dichotomous way.

5.1.2 Intrinsic Motivation

As noted above, the questionnaire and interview findings homogeneously suggested that Taiwanese university students involved in this research study English for instrumental reasons (practical reasons). However, what do the five teachers I interviewed think about their students' motivation for studying English? The focus group interview findings also showed a similar result. The teachers believe that the majority of their students study English for instrumental reasons. Interestingly, a couple of teachers even further point out that most of their students including the English majors study English mainly because of external pressure, not intrinsic motivation. As one teacher says:

The main purpose of studying English is probably for their further education. It is very rare to see some students who have high 'intrinsic' motivation and want to approach Western cultures through English. [Sally, fg, Jan. 2007]

However, on the other hand, both the questionnaire and interview findings suggest a different result from the teachers' perceptions. The majority of the

English majors show a high degree of intrinsic motivation in studying English.

When I interviewed the English majors from both the comprehensive and the technology university, many of them told me that they chose English as their major because they were interested in the language and wanted to explore more about it. Some students said that they wanted to combine English as a communication medium with other skills and interests. As we can discover from the discussion above, there seems to be a mismatch between how teachers perceive students' intrinsic motivation for learning English and what students themselves report.

As for the non-majors, although intrinsic motivation is not statistically identified among them in the questionnaire data, we can see that the non-majors at the comprehensive university (CU-NEM) have a considerably high degree of intrinsic motivation (mean= 2.99) compared to the non-majors at the technology university (mean=2.59). The questionnaire findings are reflected in the interview data as well. The interview data suggest that many of the non-majors at the comprehensive university believe that English is important to them and have a desire to learn it well. Figure 5.1 illustrates the students' intrinsic motivation for studying English across the four groups in the study.

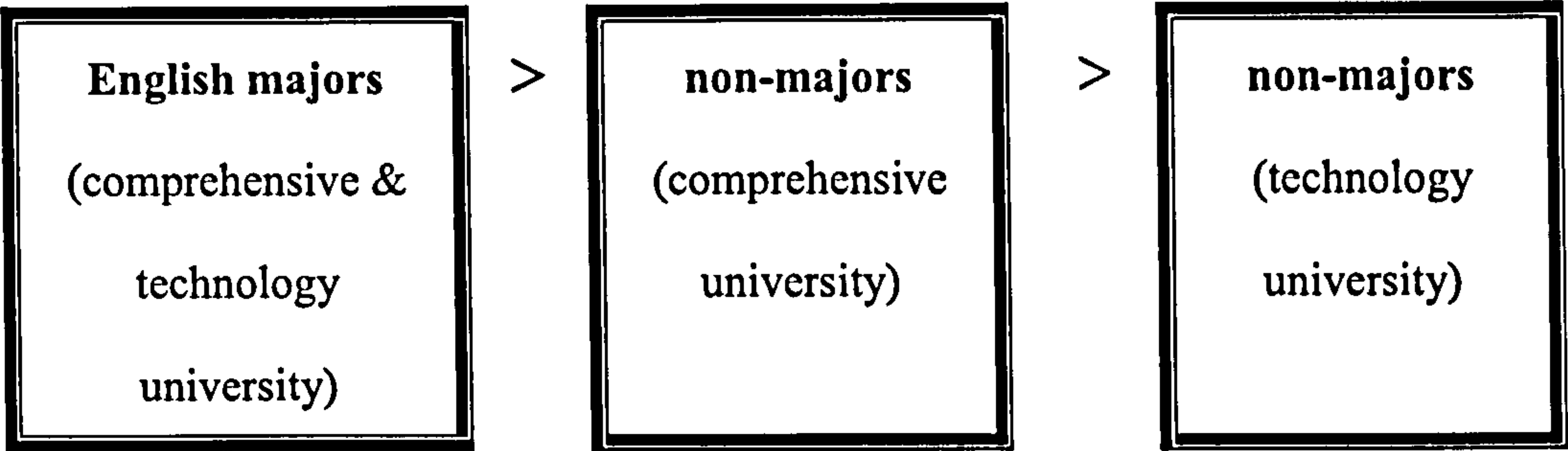


Figure 5.1—Students’ intrinsic motivation comparison across four programmes

5.1.3 External Pressure

The majority of the students in this study disagree that they learn English because of external pressure. However, the data also suggest that the non-majors bear higher pressure (mean for TU-NEM=2.70; mean for CU-NEM=2.53) such as ‘passing exams’, ‘following university policy’ or ‘being pushed by their parents’ than the English majors do. The interview findings on this issue (external pressure) show a similar result. Some non-majors told me that they had no intention to study English and were forced to so because of university policy. As one non-major says, “[w]e were forced to study English by the university authority. I’d rather not to have any English lessons.” [Student G, I, Feb. 2007]

However, the non-majors’ perceptions on this issue (external pressure) in fact are far more complex than the questionnaire data suggest. Some of them show mixed feelings indicating that although it is a compulsory requirement to take the English language module because of university policy, they also believe that

English is very important to them and are willing to have this input. Perhaps this explains why the majority of the students (across the four groups) disagree that they study English because of external pressure, though the non-majors bear slightly higher pressure in learning. These results might give us some thoughts about the research methodology issue here. Since quantitative research (a survey) is often criticised for being not sensitive, overly simplistic and averaging participants' subjective responses (Dörnyei, 2007:34-35, also see Section 3.2 for the discussion), the interview data here seem to compensate for these disadvantages and enable us to examine the questionnaire data from a different angle.

5.1.4 Integrative Orientation

In terms of integrative orientation, in Warden and Lin's (2000) and Chen, Warden and Chang's (2005) research investigating Taiwanese EFL learners' motivation, both studies suggest that integrative orientation is not significantly identified among those Taiwanese learners. Nevertheless, the questionnaire findings of my study suggest that there is a positive correlation between integrative orientation and the students' motivation across three groups of students (CU-EM, TU-EM, and CU-NEM). However, I would like to argue that the term 'integrative orientation' here might not be comparably associated with

Gardner's original sense of integrativeness and needs to be reinterpreted. As discussed in the literature review chapter (see Section 2.1.1 for the discussion), Gardner's notion of integrativeness has undergone different stages and changed slightly from time to time. The definition has shifted from having a positive attitude towards the L2 community and the desire to get close to the community and even become a member of the community to "an individual's openness to taking on characteristics of another cultural/linguistic group" (Gardner, 2005:7). However, the three items of integrative orientation I borrowed and adapted from Gardner's (1985) AMTB for my research (a. I study English because I want to travel/study abroad; b. I study English because it will enable me to better understand foreign cultures; c. I study English because it will enable me to meet and converse with more and varied people) and the interview findings in fact suggest a new disposition of integrative orientation.

As discussed in Section 2.1.2 (English as an International Language), many scholars have argued that since English has reached its distinguished status as an international language today, it is no longer a possession of certain countries or communities and is a communication tool shared by everyone who speaks it across different regional and cultural barriers. The questionnaire data suggest

that the majority of the students involved in this study approve this notion (see Section 4.3.4.1 for the detailed questionnaire findings). In terms of the interview findings, although a few students still have the thought that English belongs to English native speakers, the majority of the participants disagree with the native ownership of English, which is coincident with the questionnaire findings. As one student says:

I do not think that English belongs to certain countries. If you can speak English and the person who you talk to can speak English as well, then you can communicate. Even if you are not in the UK or US, you still can use English to communicate in Japan or Korea. [James, I, March 2007]

Another student has a similar thought and comments:

As we can see from the changes internationally today, I think English is like Chinese and is becoming more and more popular. Even you can say that it is too popular to tell who owns the language.....I think it will be more and more difficult to define the ownership of English. [Carol, I, March 2007]

As we can see from the discussion above, both the questionnaire and interview findings suggest that the majority of Taiwanese university students in this study agree with the notion of English as an international language. This notion also

influences their perceptions of acquiring target language culture in the EFL classroom. Some students told me that they thought it was necessary to acquire some target language cultural knowledge such as British or American culture when studying English. One student believes that if she can understand more about British or American culture, she will be more interested in the language and want to read more English books. Similarly, another student comments:

When you learn a language, it is necessary to understand the target language culture. For example, there are many Chinese idioms. If you do not understand the cultural background, you will not understand where the idiom comes from. If you do not know the origin of the idiom, then you will not know how to use it. [Carol, I, March 2007]

However, there are more students who agree that apart from acquiring the target language culture knowledge, they also want to broaden their view and use English to understand various foreign cultures. As one student comments:

If English is an international language, why should we learn British or American culture? If the cultural knowledge is in the course book, then it is O.K. for me to learn it. However, it should not be restricted to only Britain and America these two countries. You can have more knowledge about other festivals or activities from different cultures.

Interviewer: So, you are saying that you want to use English to understand other cultures, not only

British or American culture.

Nina (EM at TU): Yes. I do not want to be a British or an American. [Nina, I, Feb. 2007]

The questionnaire and interview findings suggest that although the majority of the students involved in this research learn English for integrative reasons, the term ‘integrative’ here might not be literally identical with Gardner’s notions of “an individual’s openness to taking on characteristics of another cultural/linguistic group” (2005:7) or the desire to get close to the target language community and even become a member of the community. On the contrary, the students’ beliefs reflect McClelland’s claim of “integration with the global community rather than assimilation with native speakers”. As he argues, there is a “need to reappraise Gardner’s concept of integrativeness to fit a perception of English as an international language” (McClelland, 2000, cited in Dörnyei, 2005:95). The questionnaire and interview data suggest that many Taiwanese university students have the desire to use English as a communication tool for travelling, meeting more and varied people and understanding other foreign cultures. It is rare to see that they only want to converse with English native speakers (e.g. British or American) and know their culture exclusively. I believe that their perceptions of English as an international language and openness towards other cultures support Yashima’s (2000, 2002, 2004) notion of

'international posture' which refers to an "interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners and...a non-ethnocentric attitude toward different cultures" (Yashima, 2000:57). In other words, most Taiwanese university students may have developed a 'world identity' with 'intercultural competence'. Hall (2002:109) cites Byram (1997) pointing out that intercultural competence is "the knowledge, skills and abilities to participate in activities where the target language is the primary communicative code and in situations where it is the common code for those with different preferred languages". Intercultural competence is the overall capability of the individual to cope with various challenges of intercultural communication, such as cultural difference, unfamiliarity and the tensions and conflicts that come with this process. Furthermore, Byram (1997:48-53) suggests that promoting students' intercultural competence requires attention to five dimensions:

- 1) Attitudes: curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
- 2) Knowledge: of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.

- 3) Skills of interpreting and relating: Ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
- 4) Skills of discovery and interaction: Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
- 5) Critical cultural awareness/political education: An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries. (Byram, 1997:48-53)

The discussion above implies that Gardner's notion of integrativeness (integrative orientation) may have lost its original import especially in some English learning contexts where there is little or no contact with L2 speakers, for example the EFL context like Taiwan. Furthermore, as discussed in Section 2.1.2.2, Dörnyei (2005) has also argued that the notion of integrativeness could be reinterpreted as Ideal L2 Self which is defined by him as

the L2-specific facet of one's ideal self: If the person we would like to become speaks an L2, the *Ideal L2 Self* is a powerful motivator to learn the

L2 because of the desire to reduce the discrepancy between our actual and ideal selves (Dörnyei, 2005:105).

I believe that the questionnaire and interview data in this study strongly suggest that most Taiwanese university students in this study learn English not because of their desire to take on the characteristics of the target language community or another cultural/linguistic group. In fact, the students see English as an international language and want to utilise the language to help them achieve their Ideal L2 Self as an international person. As one English-major student at the comprehensive university says:

Firstly, among many other subjects, I am only interested in English. Secondly, although English is just a language, not a specialty, it still can help me become international along with my specialty. It is something that I need. [Vicki, I, March 2007]

Another non-major at the comprehensive university says in the questionnaire:

.....I think English is very important. I want to learn it hard because I have a desire to study abroad after I graduate. If I can master English, then I will have a big chance to make my dream come true. I truly believe that if I can speak good English, there will definitely be a big change in my life. [Student V, Q, April 2007]

This finding is similar to many scholars’ claim that there is a need to re-examine the notion of integrativeness in L2 motivation and to find a more appropriate term to describe this type of motivation in order to accommodate the increased language globalisation, especially the English language (see, for example, Noels et al., 2000; Lamb, 2003; Dörnyei, 2005; Dörnyei et al., 2006 and Section 2.1.2.2 for the discussion).

5.1.5 Summary of Motivation for Studying English

To sum up so far, in this section (5.1), I have discussed the university students’ motivation for studying English in Taiwan based on the questionnaire and interview findings. In order to give a whole and clearer picture of the students’ motivation orientation, I have created a table to illustrate each group students’ motivation (CU-EM; CU-NEM; TU-EM; TU-NEM) (see figure 5.2).

| | Comprehensive University | Technology University |
|-------------------|--|--|
| English-major | Instrumental (Q&I) Intrinsic (Q&I) Integrative (Q&I) | Instrumental (Q&I) Intrinsic (Q&I) Integrative (Q&I) |
| Non-English-major | Instrumental (Q&I) Intrinsic (I) Integrative (Q&I) | Instrumental (Q&I) Pressure (I) |

Figure 5.2—University students’ motivation orientation for studying English across four programmes (Q=questionnaire data; I=interview data)

Firstly, as we can see from Figure 5.2, instrumental orientation seems to be the main and most important motivation for studying English among those Taiwanese university students. As discussed in Section 2.1.3 (Intrinsic and Extrinsic Motivation), according to Ryan and Deci (2000; also see Deci & Ryan, 1985), there are different forms of extrinsic motivation representing different degrees of an individual's autonomy or self-determination. For instance, external regulation is at the less autonomous (or less self-determined) end and integration (or integrated regulation) at the more autonomous end of extrinsic motivation. These different degrees of extrinsic motivation represent different levels of instrumentalities. The individual may do an activity for external control or avoiding punishments; however, on the other hand, he/she may 'choose' to do it because of its instrumental value, which is considered as extrinsic motivation. In his L2 motivational self system, apart from the Ideal L2 Self which was discussed earlier, Dörnyei (2005:105-106) labels the less autonomous (or less self-determined) forms of instrumentalities as the *Ought-to L2 Self* which is defined as

the attributes that one believes one *ought to* possess (i.e., various duties, obligations, or responsibilities) in order to *avoid* possible negative outcomes. This dimension corresponds on the one hand to Higgins' ought self and thus the more

extrinsic (i.e., less internalized) types of
instrumental motives.....

Although the questionnaire and interview results suggest that the university students in this research study English primarily for instrumental orientation, they do not really tell us whether their instrumental orientation is at the less (the Ought-to L2 Self) or the more autonomous end (the Ideal L2 Self) of extrinsic motivation. This is possibly a limitation of my research, which I will discuss again later in my Conclusion Chapter.

Secondly, as I discussed earlier in this section, the interview data compensate for the disadvantages of the questionnaire method and suggest that the non-majors' English studying motivation is in fact far more complex than the questionnaire findings present. Some non-majors do show a certain degree of intrinsic motivation and/or external pressure which is not identified significantly in the questionnaire data. Thirdly, although the questionnaire data indicate that three groups of students (CU-EM; CU-NEM; TU-EM) are inclined to have integrative orientation for learning English, as I argued earlier, the term 'integrative' here might not be comparable with Gardner's original sense. Instead, I believe that the students who have this integrative thought or orientation aim to achieve their Ideal L2 Self and become a global citizen with a world identity and intercultural

competence rather than take on characteristics of another cultural/linguistic group.

Finally, another finding worth noting is that there seems to be a mismatch between the teachers' perceptions of their students' motivation for studying English and the actual motivation reported by students in the study. Although the five teachers I interviewed all agree that instrumental orientation is the main motive for their students, a couple of them also claim that there is no intrinsic motivation in their students, only external pressure. However, as we can see from the questionnaire and interview results, the university students in the study do have a certain degree of intrinsic motivation to learn English. This finding implies that teachers may not perceive what their students think and want in the language classroom. Williams and Burden (1997:56) argue that "teachers are highly influenced by their beliefs" and these beliefs are influential in determining how they behave in the classroom. Furthermore, Meighan and Meighan (1990) claim that teachers are likely to construct learners as: resisters; receptacles; raw material; clients; partners; individual explorers; democratic explorers. The first three constructs are teacher-centred while the rest involve active participation from learners. The focus group interview data suggest that a

couple of the teachers see their students as *resisters* who have no intrinsic motivation and are made to study English. “Such a view has given rise to the commonly associated assumption that force or punishment is the most appropriate way of overcoming such resistance in the classroom (Williams & Burden, 1997:57 citing Meighan & Meighan, 1990). This mismatch might influence students’ motivation even further if their expectations or wants cannot be met during the learning process, as I will discuss more in the next section (Changes in Motivation). As an English teacher myself, I feel that language instructors have a responsibility to remind themselves of what they know about their students and what they can do to help their students learn efficiently and happily in the language classroom.

5.2 Changes in Motivation

In this section, I will discuss the changes in motivation students reported and the influences which were perceived to determine those changes during their English studying process. Both the questionnaire and interview data suggest that the majority of the students agree that their motivation changed in different ways due to various influences. The focus group interview results also indicate that the teachers noticed changes in their students’ motivation in the English language classroom. These findings support the discussion in Section 2.3 (L2 Motivation

as a Process) that motivation is a dynamic and constantly changing process which is influenced by various factors and cannot be considered as a stable construct.

The questionnaire data suggest that some students' motivation changed from the pressure to pass the exams at high school and/or the parental expectations to various personal reasons such as interests, instrumental orientation, travelling, broadening the views, communicating with foreigners and understanding other cultures at university. However, some students have an opposite thought and said that their motivation changed from a real interest in learning the language to passing the exams and preparing for getting a good job at university. These multidirectional changes remind us again of Ryan and Deci's (2000) notion that, on their human motivation continuum, motivation develops through different stages (orientations) and 'moves back and forth' between the most (e.g. intrinsic motivation or integrated regulation) and the least (e.g. external regulation or introjected regulation) self-determined ends (see Section 2.1.3 for the discussion). However, what might cause these motivation changes? As the data presented in Chapter Four suggest, there are *various* influences determining the changes in students' motivation. Here, I will discuss a number of significant factors which

are identified by most of the students and the teachers.

5.2.1 Teachers

Most of the students in the study point out that teachers play a very (perhaps the most) crucial role in changing their motivation in the English language classroom. Interestingly, the focus group interview data also suggest that the teachers believe that ‘they themselves’ are a major influence in determining changes in their students’ motivation. Not surprisingly, as I discussed briefly at the end of the previous section (Section 5.1), teachers’ beliefs about learning, learners and themselves influence how they behave in the classroom. Dörnyei (1994a; 2001a; 2005) and Williams and Burden (1997) also claim that language teachers are significant others who are most likely to influence students’ motivation in various ways (see Section 2.2 & 2.3 for the discussion). In my study, some students point out that although they do not particularly like learning English, they would not mind sitting in class because their teachers are ‘nice’ to them. This finding suggests that teachers’ personal characteristics have a certain impact on their students. As Dörnyei (2001a:35) argues, “[t]he personal characteristics of teachers (e.g. level of motivation/commitment, warmth, empathy, trustworthiness, competence, etc.), determining the rapport between teachers and students and largely responsible for the *affiliative motive*, which

refers to the students' need to do well in school in order to please the teacher..."

Some students told me that their teacher's encouragement and praise were important to them and kept them motivated. As Wheldall and Merrett (1984; 1987) argue, rewards or praise are more effective than punishment to motivate resistant and unwilling learners. Dörnyei (2001a:36) also claims that an appropriate feedback/reward system is "active motivational socialising behaviour".

However, it is like two sides of a coin. Although "teachers are powerful *motivational socialisers*" (Dörnyei, 2001a:35), they are also some students' 'demotivating' factor as well. Several students in this study comment that their teacher's teaching methods and competence demotivated them in the classroom. They do not really like teachers who only read through the textbook without any explanation, make the classroom atmosphere 'dull' or are unsuitable (or incompetent) for teaching the subject. Student demotivation seems to be an underdeveloped field in motivation research since motivation has always been considered in terms of positive rather than negative forces (Dörnyei, 2001a). According to Dörnyei's (2001a:143) definition, demotivation concerns "*specific external forces that reduce or diminish the motivational basis of a behavioural*

intention or an ongoing action". In other words, demotivation refers to some negative influences which affect a motivated individual's impetus for doing certain activities. This notion is different from Ryan and Deci's (2000; also see Deci & Ryan 1985) amotivation which was discussed in Section 2.1.3. Amotivation refers to the individual's lack of any intention to act, i.e. there is no motivation from within. During the past years, a number of scholars have been working on researching demotivating factors which might influence students in the classroom (see, for example, Gorham & Christophel, 1992; Chambers, 1993; Christophel & Gorham, 1995; Oxford, 1998; Dörnyei, 1998). Results suggest that teachers are one of the major demotivating factors identified by students. Based on his qualitative findings of investigating demotivation in second language learning, Dörnyei (1998) categorised nine types of negative influences from the most demotivating factors to the least ones as:

1. The teacher (personality, commitment, competence, teaching method) (N=30);
2. Inadequate school facilities (group is too big or not the right level; frequent change of teachers)(N=11);
3. Reduced self-confidence (experience of failure or lack of success) (N=11);

4. Negative attitude towards the L2 (N=9);
5. Compulsory nature of L2 (N=4);
6. Interference of another foreign language being studied (N=3);
7. Negative attitude towards L2 community (N=3);
8. Attitudes of group members (N=2);
9. Course book (N=2).

As we can see from the list, teachers are identified by many of the participants (learners) in the research as the most demotivating factor. Similar to this finding, a number of students in my study also point out that their teachers demotivated them in different ways, especially their commitment, competence and teaching methods. Due to this, I believe that L2 teachers have a very important (perhaps the most important) influence in motivating and demotivating students.

5.2.2 Curriculum

According to the interview data, many of the students agree that their motivation for studying English was also affected by the curriculum, which is similar to the focus group interview findings. As the interview data presented in Chapter Four suggest, several students complained about the curriculum and told me that there was a gap between their expectations and the curriculum. Some said that the

curriculum design was not good, did not have a sequence to follow and gave them too much pressure etc. One student even told me that the gap between her expectations and the curriculum demotivated her a lot since she enrolled in the programme and she only wanted to finish her degree as soon as possible. On the other hand, some students comment how they benefit from the curriculum as it gives them some input and helps them prepare for GEPT (General English Proficiency Test) at university. A number of scholars have discussed the influence of the curriculum (or course-specific aspects) on students' motivation (see, for example, Dörnyei, 1994a; Williams & Burden, 1997 and Section 2.2 & 2.3 for the discussion). As we can see from the discussions above, both influences (teachers and curriculum) are likely to change learners' motivation for studying English in both positive and negative ways.

5.2.3 Exams

As I briefly mentioned in Chapter Four (Section 4.2.2), before I started my data collection, I had the assumption that exams might have played a *very* crucial role in both Taiwanese students' English studying motivation (choice motivation) and motivation changes (executive motivation). As I am a Taiwanese and have had a seventeen-year education in Taiwan, I know that the education system (and perhaps I should say the traditional cultural value as well) is very

exam-orientated. I had the assumption that the university students I was going to interview would tell me that they were demotivated by exams when they were learning English. However, as the questionnaire data suggest, the motivation orientation, external pressure, is not statistically identified by those students. As for the issue of whether exams change students' motivation, although a couple of the students do mention that they do not like having exams, most students I interviewed neither identify this factor nor agree that exams demotivate them for studying English. On the other hand, they believe that exams (or tests) facilitate their English study and they already get used to the system. The five teachers involved in the focus group interview have a very similar opinion. Since exams are inevitable for every student in Taiwan, the teachers point out that although some students may still feel pressure of taking exams, many of their students in fact get accustomed to it already and see it as a positive force instead.

I was surprised when I read the results because I always felt stressful when preparing for and sitting exams. However, having an opportunity to look back, I cannot deny that those major exams I took did push me to study and obtain knowledge so that I could do what I enjoy doing. I started to wonder if I had in fact got used to the exam culture but was not aware of it myself. Given the

circumstance that learning English seems to become a tendency and a popular societal activity in Taiwan today, not only university students have to study English as a compulsory subject, but also employees and civil servants are encouraged to take GEPT (General English Proficiency Test) to improve their English proficiency and be promoted. This unique 'exam culture' was explored by Chen, Warden and Chang (2005) in their research, investigating 567 Taiwanese EFL learners' motivation orientation, expectancy and self-evaluated skill. According to their research findings, a new motivation orientation, 'required orientation', is identified and strongly correlated with Taiwanese English learners' past and future expectancy and has been existing in Chinese culture for a long time. Required orientation refers to passing various exams such as entrance exam, required class, elective class and job exam. In Chinese culture, this required orientation plays a crucial role, since we believe that passing exams is the only way to enter a good school/university, have a good job and a good life. The prerequisite for having these fruitful 'dreams (images)' is to bear the pressure and pass the exams successfully. The notion of required orientation seems to reflect Williams and Burden's (1997:140) thought that the broader context (wider family networks, the local education system, conflicting interests, cultural norms and societal expectations and attitudes) has a profound

external impact on L2 learners' motivation. I would like to argue here that exams might not always be a demotivating factor; instead, it could be a positive force in changing students' motivation for learning English in Taiwan.

5.2.4 Other Influences

Apart from the three influences identified by most of the students and the teachers, some other factors such as *group dynamics*, *social experiences* (meeting foreigners, travelling/short staying abroad and having a foreigner boyfriend/girlfriend), *environment* and *interference of another language* also cause the students' motivation to change. Firstly, group dynamics in the English classroom seems to be another influential factor. As the interview data presented in Chapter Four suggest, some students point out that the classroom atmosphere, the interaction among students and/or with teachers and even the group work changed their English learning motivation both positively and negatively. I remember clearly that one of my students told me in the interview that:

..... I think group work is a torture to me because some of the members are irresponsible and they finish their work without making any efforts..... Normally I am the one to combine everyone's work. However, actually, it is always me helping everyone to finish their work, and check everything. I am so tired. [Alice, I, Feb. 2007]

These findings remind us of the discussion in Section 2.3 (L2 Motivation as a Process) that the learner group does influence students' executive motivation. Secondly, in addition to group dynamics, some of the students who answered the open-ended question (about their changes in motivation) in the questionnaire indicate that meeting foreigners on campus or in Taiwan, travelling abroad, staying abroad for study and having a foreigner boyfriend/girlfriend have a positive impact on pushing them to study English. A student told me that after she had an opportunity of travelling abroad, she began to realise how important English was and had been motivated to study English since then. Another student told me that he had to speak good English because he needed it to communicate with his foreigner girlfriend. These findings suggest that social experiences (or encounters) are likely to change learners' motivation for studying English in a more affirmative manner in their learning process, though presumably they could also have negative effects on motivation, depending on the quality of the social experience. This reminds us of the notion that motivation is a socially mediated process. As discussed in Section 2.2, according to Vygotsky's sociocultural theory, the goal of learning is independent problem solving. Scholars argue that this process requires the individual's desire to do so and involves interaction with competent others through processes of mediation and internalisation as cognitive

and motivational scaffolding (see, for example, McCombs, 1994; Bronson, 2000; Ushioda, 2003; 2007 and Section 2.2 for the discussion). Although this argument focuses more on individuals' cognitive development, it also sheds some light on the socialisation of motivation. As Ushioda (2007:8-9) claims, citing Bronson (2000):

[Vygotsky] assumed that individuals have innate motivation for self-regulation and independent action, but that motivation to control specific situations and reach specific goals is acquired from others who transmit knowledge about which values and goals are approved by the culture.

In other words, individuals' desire to do certain activities is constructed through interactions with others who bring in the cultural values and elements in a particular sociocultural setting. Similarly, as discussed in Section 2.1.3, Ryan and Deci (2005) also point out that social contexts play an important role in facilitating internalisation and integration of extrinsic motivation and sustaining intrinsic motivation. They believe that the processes of internalisation and integration for self-determination are supported by significant others such as a family, a peer group or a society. The finding of social experiences (or encounters) which changed some students' motivation for studying English in this study has demonstrated the notion that social contexts have an impact on individuals'

motivation.

Thirdly, as discussed above, although some students in this study point out that their social experiences (or encounters) changed their motivation in a positive way, the questionnaire data in fact suggest that more students comment that the learning environment in Taiwan offers them little opportunity of using English in their daily life, which sometimes hinders their motivation for studying. As Williams and Burden (1997) claim, the learning environment is also one of the important external factors determining learners' motivation. Similar to their claim, the third dimension of Dörnyei's (2005) L2 Motivation Self System—L2 Learning Experience—also indicates that executive motives are related to the immediate learning environment and experience.

Finally, some students who answered the last open-ended question (Is there any comment regarding your attitude to learning English?) in the questionnaire comment that since Mandarin Chinese (Taiwan's official language) is increasingly popular and important in the world today, do people in Taiwan need to 'chase the English language blindly' [Student V, Q, April 2007]? As was discussed earlier in this section, Dörnyei (2001a) identified nine main

demotivating factors in his study and points out the sixth factor as ‘interference of another foreign language being studied’. In his study, the pupils who studied both German and English at the same time were worried that learning German might have interfered with their motivation for learning English. Although Mandarin Chinese is an official language, not a foreign language in Taiwan, the questionnaire data suggest that some students begin to wonder whether Mandarin Chinese may become one of the most important international languages in the near future, and if so, why they should have to study English now. In recent years, many Chinese language centres have been established at universities in Taiwan in order to fulfil a great demand from foreigners who wish to learn Mandarin Chinese. Teaching Chinese seems to rapidly become a very popular job and gather the spotlight in Taiwan. I believe that this tendency might have influenced some university students to begin questioning the role of English and give them an excuse (or maybe an escape?) for refusing to study English. To some extent, this situation is similar to Dörnyei’s (2001a) notion that interference of another foreign language being studied might be one of the demotivating factors for L2 learners. However, the interference identified in my study is not a foreign language; instead, it is the mother tongue (Mandarin Chinese) which is likely to cause this demotivation. However, given its growing status in the world

and the vast number of L1 Chinese speakers, the case of Chinese here is quite unique. Therefore, this L1 influence on L2 demotivation is specific to the case of L1 Chinese speakers and might not be applicable to L1 users of other languages.

To sum up so far, in the section, I have discussed several factors such as teachers, curriculum, exams, group dynamics, social experiences, environment and interference of another language which change Taiwanese university students' motivation for studying English both positively and negatively. We can discover from the discussions in this section that learners' motivation is very likely to change due to various influences. These influences could be from the significant others and the learning environment and/or from the broader context such as the education system or cultural and societal norms. These findings remind us of the discussions in Section 2.2 and 2.3 that motivation is a socially mediated process and that the individual's motivation not only comes from within, but also is developed through interacting with others in the surrounding sociocultural context.

5.3 The Role of English Today and Language Models

As discussed in Section 5.1 (Motivation for Studying English), the majority of

the students involved in the study have the notion that English has become an international language which does not belong to any country or community and is shared by anyone who speaks it. Although some of the students still have the perception that they only want to explore the target language culture knowledge (e.g. British or American cultural knowledge) when learning English, more students however have the idea of world culture and want to use English as a medium to converse with varied people and explore various foreign cultures, i.e. intercultural communication. However, interestingly, the results of two questionnaire items (Q22. It is better to have many different kinds of Englishes in the world; Q24. I will try my best to get rid of my Chinese accent) which aim to explore the students' perceptions of more varieties of Englishes and of native norms respectively show a contradictory finding. The majority disagree that there should be varieties of Englishes today and have a strong desire to speak English without their Chinese accent, i.e. a desire to speak like an English native speaker. These findings imply that although most Taiwanese university students may have the notion of English as an international language in mind, in terms of studying in the classroom, they still want to follow the so-called native speakers' model (or norms) and have native-speaker-like communicative competence, as discussed in Section 2.1.2.2.

As I am an English language learner and have studied English (it was even my major at college) for many years in Taiwan, I think I can understand why these university students have this thought. When I was studying English at college, the ultimate goal for students was to achieve English native speakers' (preferably American English) communicative competence. After I came to the UK to do my master's degrees, I (and most of my Taiwanese colleagues) still tried very hard to speak and write like a native speaker. We took free English classes (an in-sessional course) such as pronunciation, composition, speaking and grammar etc. after we finished our lectures and workshops during weekdays and paid at least 15 pounds per hour to an 'English native speaker' to proofread our assignments. At that time, some of my foreigner colleagues whose first language was not English always apologised to the whole class for their English whenever they expressed their opinions in class, though their English was considerably clear. I kept wondering and asking myself to whom they were apologising – the teacher, our colleagues whose first language was English, or to themselves. When I was doing my MEd (Master of Education) in TESOL at the University of Exeter, I had an opportunity to have some input on the concept of English as an international language. I 'thought' that this input changed my thinking towards the 'myth' of the native speakers' model (ENL). However, just like the majority

of the university students involved in this study, although I truly believe that English is an international language and shared by people who speak it today, in reality I still have some doubt about whether I need to pay at least 15 pounds per hour to someone to proofread my doctoral thesis in order to make it look like a piece of writing by an English native speaker or not. As Chien (2007:5) argues, Taiwanese learners are still “highly geared towards achieving a native-speaker standard as this conveys status, whereas an identifiable local accent as well as non-native lexical or grammatical use are still considered undesirable”.

The focus group interview data suggest that Taiwanese teachers’ perceptions of the role of English today are even more contradictory. A couple of teachers have the stereotype that English still belongs to certain countries (especially the UK or US) and suggest that we should trace it back historically. Nevertheless, others support the idea of English as an international language and that we should not limit our thinking. However, in terms of teaching in the English language classroom, the teachers’ opinions reflect their perceptions of the ownership of English. A couple of teachers comment that English teachers in Taiwan should try their best to teach English as an international language and raise students’ awareness. However, others argue that we need to follow the most prestigious

and advantageous model (American English is mostly preferred) in the English classroom in order to equip students for their future after they graduate, though they are aware of the notion of English as an international language. As one teacher strongly comments:

I think it is impossible to teach English as an international language because you need an accent and a culture to follow.....In my case, I think if I have to teach my students English, I will teach them an advantageous accent. It is irresponsible to teach any accents that you like. This is my opinion.
[Sally, fg, Jan. 2007]

As we can see from the discussion above, Taiwanese university English teachers are facing a dilemma of whether they should follow the English native speakers' model (ENL) or a variety of English as a lingua franca (ELF) in the classroom. From my own teaching experience, I also feel that I was struggling to teach English as an international language in the language classroom. Although I did my best to raise my students' awareness of the role of English today and strongly suggested that it was not necessary for them to have the native speakers' competence, in reality, I still needed to follow the ENL model (American English in my case) due to my students' demand for finding a good job or passing academic exams (e.g. TOEFL, TOEIC, IELTS or GEPT-General English

Proficiency Test). As Chien (2007:5) claims, in Taiwan:

Non-native English teachers, too, tend to invest heavily in reaching near-native English competence. Although the majority may agree that conveying meaning is more important than perfect conformity with a native-speaker standard, they are still generally inclined to keep the native norm as a teaching model.

As discussed in Section 2.1.2.2 (Teaching English as an International Language), although scholars are aware of the current status of the English language and its impact on ELT, some of them and some ELT professionals still doubt whether it is appropriate to teach the variety of ELF in the language classroom since it will not be implemented easily without any struggle. Recently, the issue has been debated and discussed extensively (for discussions, see Issue 199 and 200 of the IATEFL's bi-monthly newsletter—*Voices*). The University of Vienna VOICE (Vienna-Oxford International Corpus of English) Project which was founded by Barbara Seidlhofer has presented some ELF lexicogrammatical patterns which are not recognised as Standard English (SE):

1. non-use of the third person present tense-s (“She look very sad”)
2. interchangeable use of the relative pronouns *who* and *which* (“a book who,” “a person which”)

3. omission of the definite and indefinite articles where they are obligatory in native speaker English and insertion where they do not occur in native speaker English
4. use of an all-purpose question tag such as *isn't it?* or *no?* instead of *shouldn't they?* (“They should arrive soon, isn’t it?”)
5. increasing of redundancy by adding prepositions (“We have to study about...” and “can we discuss about...?”), or by increasing explicitness (“black colour” vs. “black” and “How long time?” vs. “How long?”)
6. heavy reliance on certain verbs of high semantic generality, such as *do*, *have*, *make*, *put*, *take*
7. pluralisation of nouns which are considered uncountable in native speaker English (“informations,” “staffs,” “advices”)
8. use of that-clauses instead of infinitive constructions (“I want that we discuss about my dissertation”) (Seidlhofer, 2004:220)

Seidlhofer (2001) believes that the VOICE project is a means of putting uses of English as a lingua franca into practice. Furthermore, she argues that “typical “errors” that most English teachers would consider in urgent need of correction and remediation, and that consequently often get allotted a great deal of time and

effort in English lessons, appear to be generally unproblematic and no obstacle to communicative success (Seidlhofer, 2004:220). Similarly, Falcinelli (2007) also argues that these so-called ‘non-standard English’ features of ELF will eventually be recognised as ‘Standard English’ one day in the future, just like Standard English originated from a dialect which was once used in the South-East of England in the second half of the 14th century. However, some scholars have argued that we need to be sceptical of the variety of ELF (see, for example, Kuo, 2006; Prodromou, 2007a; 2007b; McMaster, 2008). As Prodromou (2007b: 10) claims:

The ELF position does not reject English outright—instead, it offers a half-way house where power structures remain infused with the common core grammar of standard English, but at the same time the resistance from the ‘periphery’ will have in its hands a broken weapon; a reduced form of ELF does not condemn L2-users to voicelessness, but risks bringing them stuttering onto the world stage.

Both Prodromou (2007b) and McMaster (2008) argue that the variety of ELF as a reduced form of common grammatical core is not yet an alternative model or models of English, which might suggest why many English learners still have the notion of following the ENL varieties, not the ELF variety. As McMaster

(2008:7) citing Seidlhofer (2002) claims, “(a)s long as there is not some sort of ELF model to make reference to, the only, hence default, descriptive model when talking about ‘English’ is ENL [English as a native language]”. My study seems to show that the majority of the students and teachers involved in this research still think in this way. Similarly, Kuo (2006:220) also suggests that the native speaker’s model “serves as a complete and convenient starting point” for English language learners and that it is up to the learners and ELT professionals to decide which model they should follow since each context is different. Instead of focusing on ‘models’, Prodromou (2007b:10) provides us with another view by citing Canagarajah (2006):

‘we have to focus on strategies and processes of language negotiation’ in order to equip users with a ‘repertoire of language competence’ which will enable them to ‘transfer their knowledge and competence in the underlying deep structure of their variety to the other varieties they will confront (including standard American and British English)’.

5.4 Summary

In this chapter, I have discussed the findings of the study by integrating insights from different data sources (focus group interview, interview and questionnaire) where relevant. Firstly, I discussed and compared Taiwanese university students’

motivation for studying English across four different programmes (CU-EM; CU-NEM; TU-EM; TU-NEM). Instrumental orientation seems to be the most important motivation for the students to study English at university in Taiwan. In terms of the orientations of intrinsic motivation and external pressure, the results of three data collection methods show a rather complex construct. As well as this, although the majority of the students indicate that they have a certain degree of integrative orientation, as I argued in Section 5.1, the term—integrative orientation—might not be strongly associated with Gardner’s original concept here. Instead, Taiwanese university students may have developed an attitude of ‘international posture’ with ‘intercultural competence’ and aim to achieve their ‘Ideal L2 self’. Secondly, I explored how the students’ motivation changed in the learning process and which influences affected those changes. A number of influences such as teachers, curriculum, exams, group dynamics, integrative reasons (meeting foreigners, travelling/short staying abroad and having a foreigner boyfriend/girlfriend), environment and interference of another language were discussed. Finally, I discussed the students’ and teachers’ perceptions of the role of English today and language models. Although the majority of the students and the teachers are aware of the notion of English as an international language, in terms of language models, they are still inclined to follow the ENL models

instead of the variety of EFL in the English language classroom. Some recent debates on this issue were discussed. In the next chapter, I will conclude this thesis by summarising my study and discussing some implications for teaching English in the classroom and for research on L2 motivation.

Chapter Six—Conclusion

In this chapter, I will conclude my study from four aspects. First of all, I will summarise the focus and the findings of the study. Secondly, I will discuss the significance of the study in relation to existing literature. Thirdly, a number of limitations of the study which were mentioned in the methodology chapter will be discussed here and some newly emerging limitations after the discussion of the findings. Fourthly, I will discuss some implications of the study for future research and teaching practice in the English language classroom. At the end of this chapter, I will reflect on my journey of conducting this study and personal development as a researcher as well as an English language teacher.

6.1 Overview of the Study

6.1.1 Focus of the Study

In Gardner's (1985; 2005) socio-educational model, he argues that integrativeness is an important construct determining L2 learners' motivation.

Although, the model has undergone some modifications and the definition of integrativeness has changed slightly from time to time in the past two decades, recently Gardner (2005:7) defines it as "an individual's openness to taking on characteristics of another cultural/linguistic group". However, since the notion of English as an international language today has been discussed extensively in

the fields of applied linguistics and ELT, whether the concept of integrativeness is still an important orientation in English learners' motivation is debatable.

The research idea was derived from my own English learning and teaching experience at college and university in Taiwan. Because of the influence of American culture and education system, I perceived that university students in Taiwan had a desire (and were required) to achieve English native speakers' communicative competence and to get closer to the target language culture (e.g. American or British culture). As well as these, students' motivation for studying English varied from a wide range of having a good job/salary to studying abroad and experiencing foreign cultures. Also, in the English language classroom, I noticed that the students experienced changes in their motivation because of a number of external influences such as teachers, exams, teaching methods, peer pressure and university policy. Therefore, my own English learning and teaching experience motivated me to do this research on exploring Taiwanese university students' motivation (orientations) for studying English, changes in their motivation (the learning process) and the influences which caused the changes, and their perceptions of the role of English today. Since there are two kinds of universities in Taiwan, the comprehensive university (CU) which is

research-orientated and the technology university (TU) which is practice-orientated, I decided to explore my research questions more fully across different programmes—English majors (EM) and non-majors (NEM) — at both the comprehensive and the technology universities in Taiwan. The following were my research questions:

- 1. What is Taiwanese university students' motivation for studying English across different programmes (English majors and non-majors at comprehensive and technology universities)?**
- 2. Has students' motivation changed in any way while they are/were studying English at university? If so, what is the reason? If not, why?**
- 3. What are students' perceptions of the role of English today?**
 - 3.1 What are students' perceptions of the ownership of English?**
 - 3.2 What are students' perceptions of acquiring target language culture in an EFL classroom?**

6.1.2 Findings of the Study

The findings of the study were discussed from three aspects—university students' motivation for studying English, changes in their motivation, and perceptions of the role of English today. In order to give a clearer picture, emerging key issues from the findings were discussed by integrating insights from different data sources (focus group interview, interview and questionnaire) where relevant.

6.1.2.1 English Learning Motivation (Orientations)

First of all, the results show that the majority of the university students (across the four programmes—CU-EM; CU-NEM; TU-EM; TU-NEM) involved in this study learn English for instrumental reasons such as having a better job/salary or understanding their specialist subjects. Secondly, most English-major students (both at CU and TU) in the study are motivated intrinsically in learning English. Compared to the English majors, although the non-majors' intrinsic motivation was not statistically identified in the questionnaire results, in fact many of them indicate that they have a desire to study English in the interviews. In further comparison, the non-majors at the comprehensive university have a higher level of intrinsic motivation than the non-majors do at the technology university. Thirdly, the statistical results of the questionnaire suggest that the majority of the students (across the four programmes) do not study English because of external pressure such as being pushed by their parents or university and passing the exams. However, the interview findings show that the non-majors (especially at the technology university) bear certain pressure in learning English. The results of these two orientations (intrinsic motivation and external pressure) in this study illustrate the complex and multifaceted nature of L2 motivation and imply that a single method might not be sufficient to explore L2 motivation fully. Fourthly,

integrative orientation is statistically identified in the questionnaire results among three programmes (CU-EM; CU-NEM; TU-EM) and in the interviews. However, as I argued in Chapter Five, the integrative orientation here might be not correspondent with Gardner's (1985; 2005) original conception of it. Rather, the integrative orientation here reflects the students' perception of English as an international language today and is close to Yashima's (2000; 2002; 2004) notion of 'international posture' which refers to an "interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners and...a non-ethnocentric attitude toward different culture" (Yashima, 2000:57). Therefore, the majority of the Taiwanese students in this research may have developed a 'world identity' with 'intercultural competence' because of the role of English as an international language today, which might be different from Gardner's (2005:7) notion of integrativeness as "an individual's openness to taking on characteristics of another cultural/linguistic group".

Another issue worth noting which emerged from the findings in this section is that there is a mismatch between the teachers' perceptions of their students' motivation for studying English and the students' motivation identified in the questionnaire and interview results. A couple of the teachers believe that there is

no intrinsic motivation in students, only external pressure and instrumental reasons. However, the questionnaire and interview findings suggest that many students in this study do have intrinsic motivation for studying English at university.

6.1.2.2 Changes in Motivation

Apart from investigating the students' motivation for studying English, the study also aimed to explore changes in students' motivation in their learning process and the influences which caused these changes. The majority of the students point out that their English studying motivation has changed because of several external factors such as teachers, curriculum, exams, group dynamics, social experiences (meeting foreigners, travelling/short staying abroad and having a foreigner boyfriend/girlfriend), environment and interference of the L1 (Mandarin Chinese). Motivation change is a dynamic and multidirectional concept since a learner can change his/her motivation both positively and negatively because of one particular influence. In the study, teachers are identified by most of the students as the most important influence in determining their motivation. The results suggest that teachers are likely to motivate students to learn English in the classroom; however, on the other hand, teachers could be a demotivating factor as well. Similarly, the curriculum also plays an important

role (both positive and negative) in the changes in students' motivation. Especially, some students point out that there is a mismatch between the curriculum and their expectations, which demotivates them to study English. Apart from teachers and curriculum, exams are another external factor in changing Taiwanese students' motivation. Although some students in this research do indicate that exams have a certain negative impact on their motivation for studying English, many students and the teachers in the focus group interview do not specifically identify them as a demotivating influence and believe that exams could be a positive force instead. In fact, many students in this research told me that they believed that exams were necessary in the English learning process because they could progress step by step if they had exams regularly. Another influence pointed out in this study is group dynamics. Again, group dynamics determines the students' motivation in both positive and negative ways. Some students believe that if the atmosphere in the classroom is good, they will feel motivated to study English. However, some indicate that working with other students is a 'torture' and hinders their desire to study English. Another interesting external factor which positively motivates some students to learn English in this study is social experiences which include meeting foreigners, travelling or having a short stay abroad and having a foreigner

boyfriend/girlfriend. These experiences seem to trigger the students' motivation very effectively. However, although the social experiences mentioned above have a positive impact on certain students' motivation, most students in this study in fact indicate that the learning environment in Taiwan does not allow them to use English frequently, which makes them feel less motivated in studying English. As well as this, a unique external influence identified in the study which affects the students' motivation is the interference of their L1 (Mandarin Chinese). Since Mandarin Chinese is increasingly popular in the world today, many students argue that if their L1 is likely to become an important international language, they do not see why they have to study English so hard now. This finding here is specific to L1 speakers of Mandarin Chinese given the growing status of the language in the world and the vast number of L1 Chinese speakers, and so this particular finding might not be applicable to L1 users of other languages.

The investigation into changes in university students' motivation and the influences which caused these changes reminds us of the discussion in Section 2.2 that motivation is a socially mediated process. The individual's motivation not only comes from within, but also is socioculturally mediated through interacting with significant others in the broad social context. As well as this,

motivation change is a dynamic and multidirectional concept which is unlikely to be pinned down at one point. As Dörnyei (2005: 83) argues, the individual's learning motivation may even change during a single L2 class.

6.1.2.3 The Role of English Today and Language Models

As mentioned earlier in this chapter, the findings of the students' perceptions of the role of English today suggest that the majority of the students in this study agree that English has become an international language which is not possessed by any countries or communities and is shared by anyone who speaks it. However, in terms of language models in the classroom, most Taiwanese students in this study still have a desire to achieve English native speakers' communicative competence as their ultimate learning goal, i.e. ENL (English as a native language) varieties (e.g. British or American English). The Taiwanese teachers' thoughts on this issue are contradictory. A couple of the teachers insist that English still belongs to certain countries (the UK and US) today, although they are aware of the notion of English as an international language. In terms of teaching in the English language classroom, most teachers argue that it is their responsibility to follow the 'best' and 'advantageous' model in order to equip their students with prestigious competence for their future. In Taiwan's context, they believe that American English is mostly preferred. The issue of teaching

English as an international language has been debated and discussed in the fields of applied linguistics and ELT recently. It has been argued that more emphasis should be placed on teaching and raising students' awareness of the variety of ELF (English as a lingua franca) in the English language classroom. Also, it is believed that this variety will eventually become Standard English one day. However, some scholars (see, for example, Prodromou, 2007a; 2007b; McMaster, 2008 and Section 5.3 for the discussion) claim that the variety of ELF is not yet a well-developed concept and/or model for ELT professionals to follow in practice. Furthermore, Prodromou (2007b:10) cites Canagarajah (2006) suggesting that ELT professionals should "focus on strategies and processes of language negotiation" instead of debating which language models to follow.

6.2 Significance of the Study

There are several contributions of the study to existing literature. Firstly, it re-examines Gardner's notion of integrativeness from the perspective of English as an international language, which provides us with another way to approach L2 motivation, especially in the EFL context where there is no or little contact with L2 speakers. Secondly, the study also aims to investigate and compare university students' motivation for studying English and their perceptions of the role of

English today based on their subject difference (i.e. English majors versus non-majors), which is unique in the field, though the results show that the difference mainly lies in their intrinsic motivation. Thirdly, since there is little research investigating learners' changes in motivation and the influences which cause the changes, hopefully the results of my study can provide some useful thoughts for the ELT profession when dealing with learners' motivational changes in the English classroom. Fourthly, an interesting finding which comes out from my study shows that Taiwanese students' L1 (Mandarin Chinese) interferes with their motivation for studying English in some ways because of the increasingly important and popular status of the Chinese language in today's world. To my understanding, no research has discovered this phenomenon so far, which makes it worth exploring in more detail. Last but not least, since L2 motivation has been traditionally associated with the scientific paradigm, using a mixed methods approach (both qualitative and quantitative methods) in my study triangulates and enriches the data and off-sets the inherent downsides of a single method, which hopefully will provide some implications for future L2 motivation research.

6.3 Limitations

There are a number of limitations of this study which I discussed in the

methodology chapter (see Section 3.6) already. Firstly, since it was my first time conducting a focus group interview, I feel that I was anxious for the participants (the five teachers) to answer the questions and as a result I may have intervened too much in the discussion from time to time. As well as this, a couple of participants in the discussion seemed to have strong opinions on certain issues and influence other participants' thoughts. Secondly, there is low reliability (repeated measurement) for some Likert-scale items in the questionnaire. As I explained in Section 3.6, some of the participants felt fatigued and reluctant when they filled out the questionnaire for the second time (re-test) after the first piloting (test) took place one week earlier. I believe that this fatigue might have some impact on the reliability results, which is without doubt a limitation of the study. Thirdly, the questionnaire and interview data were collected from three comprehensive universities and two technology universities in middle Taiwan, where I had access because of the connections with my former colleagues and teachers. Although the data provide invaluable insights into several issues, it should be noted that the findings are unlikely to represent the majority of university students in Taiwan. The fourth limitation of the study is the translation of the interview data and the open-ended questions data. The data were translated from Mandarin Chinese to English by me. Although I endeavoured to translate

by using my English knowledge and as a Chinese native speaker, since I am not a professional translator and given the different nature of the two languages, there might be some mismatches and misunderstandings between the English and Chinese versions of the data. Another limitation that I became aware of after analysing the data was that some new issues emerged from the students' responses to the open-ended questions in the questionnaire, yet the constraints of my research design meant that I was unable to investigate these further. Since the questionnaire was the main method of my study, there was no follow-up interview or discussion aiming to explore the students' thoughts on these newly emerging issues from the questionnaire findings, which is a limitation of the study. For instance, a few students answered the final question regarding their attitudes to learning English and commented that English education in Taiwan had 'failed'. Unfortunately, I have not had an opportunity to explore this issue in more detail.

6.4 Implications for Future Research

There are a few implications of my study which hopefully will provide some directions for future research in the fields of L2 motivation and English as an international language. First of all, as discussed in Chapter Five (See Section 5.1.1), whether the notion of broadening one's view is related to instrumental

orientation or intrinsic motivation has been discussed extensively in the field. In my study, the statistical results of the questionnaire suggest that personal development is well correlated with intrinsic motivation. However, the discussion involving three of my Taiwanese colleagues afterwards shows that broadening one's view could also be used to describe the individual's instrumental orientation, which implies that motivation is unlikely to be explained in a dichotomous way. Further research might be needed to explore this issue (the orientation of personal development) in more detail.

Secondly, one of the aims of this study is to investigate changes in student motivation and what influenced these changes. In other words, the focus was placed on the learning process i.e. the actional stage. However, Dörnyei's (2005) process model illustrates that there are two other stages (preactional stage and postactional stage) in L2 learners' motivation, which are affected by various influences as well. Since motivation is a socially mediated process, without doubt learners' choice motivation and motivational retrospection are very likely to be influenced and changed as well. Since my study does not explore these two aspects, I believe that it will be worth researching on these topics in the future.

Thirdly, as discussed in Section 5.1.5, although the results suggest that the majority of the university students in this research study English for instrumental orientation, my data do not enable me to say whether these instrumentalities are at the less (the Ought-to L2 Self) or the more autonomous (the Ideal L2 Self) end of extrinsic motivation. According to Ryan and Deci (2000; also see Deci & Ryan, 1985 and Section 2.1.3 and 5.1.5), there are different degrees of instrumentalities depending on the degree of the individual's autonomy (or self-determination). Since the findings of my study do not show which forms the students' instrumentalities take, there is clearly scope for more detailed research on this aspect in the future.

Last but not least, as we can see from the discussion chapter, there is a mismatch between the teachers' and the students' perceptions on certain issues. For instance, the teachers argue that there is no intrinsic motivation in their students' for studying English; however, the results show the opposite. As well as this, a couple of the teachers strongly believe that English is still a possession of certain countries (e.g. the UK or US). Nevertheless, the majority of the university students in this research seem to agree that English is an international language and is shared by anyone who speaks it today. It will be interesting if both parties

(the teachers and the students) could have an opportunity to know the results and give some comments on the differences. As well as this, it might be worth doing more in-depth comparative research examining differences between teacher and student perceptions, and why such mismatches might occur.

6.5 Implications for Teaching in the English Language Classroom

There are two implications of my study which hopefully will provide some thoughts for ELT professionals. Firstly, the results suggest that teachers are very crucial in determining (both positively and negatively) learners' motivation for studying English in the classroom. However, as discussed earlier, there seems to be a mismatch between the teachers' perceptions of their students' motivation and the actual motivation identified in this study. As I argued briefly at the end of Section 5.1, it is very likely that teachers 'presume' that they know what their students want and presume to understand them, although it might not always be the case in reality. I believe that it is vital that language teachers always ask themselves what their students need and want in the classroom. As discussed at the end of Section 5.1.5, Meighan and Meighan (1990) claim that teachers are likely to construct learners as: resisters; receptacles; raw material; clients; partners; individual explorers; democratic explorers. The first three constructs are teacher-centred while the rest involve active participation from learners. It is

important that language teachers see their students as clients, partners, individual explorers and democratic explorers rather than resisters or receptacles.

According to Brown (2001:46-47), a learner-centred approach which “gives students a sense of “ownership” of their learning and thereby adds to their intrinsic motivation includes:

1. techniques that focus on or account for learners’ needs, styles, and goals.
2. techniques that give some control to the student (group work or strategy training, for example).
3. curricula that include the consultation and input of students and that do not presuppose objectives in advance.
4. techniques that allow for student creativity and innovation.
5. techniques that enhance a student’s sense of competence and self-worth”.

Similarly, Dörnyei (2001a:150) cites Oxford (1998) also claiming that:

We must listen to our students. We must directly address the important teacher- and course-specific aspects mentioned by students if we want students to be motivated to learn.

Furthermore, Dörnyei (2001b; 2003b) provides a comprehensive framework of a motivational teaching practice consisting of four dimensions for language teachers (see Figure 6.1):

1. Creating the basic motivational conditions
2. Generating initial student motivation
3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation

These motivational strategies and techniques cover areas from “making the teaching materials relevant to the learners” through “setting specific learner goals” to “increasing learner satisfaction” (Dörnyei, 2003b:24).

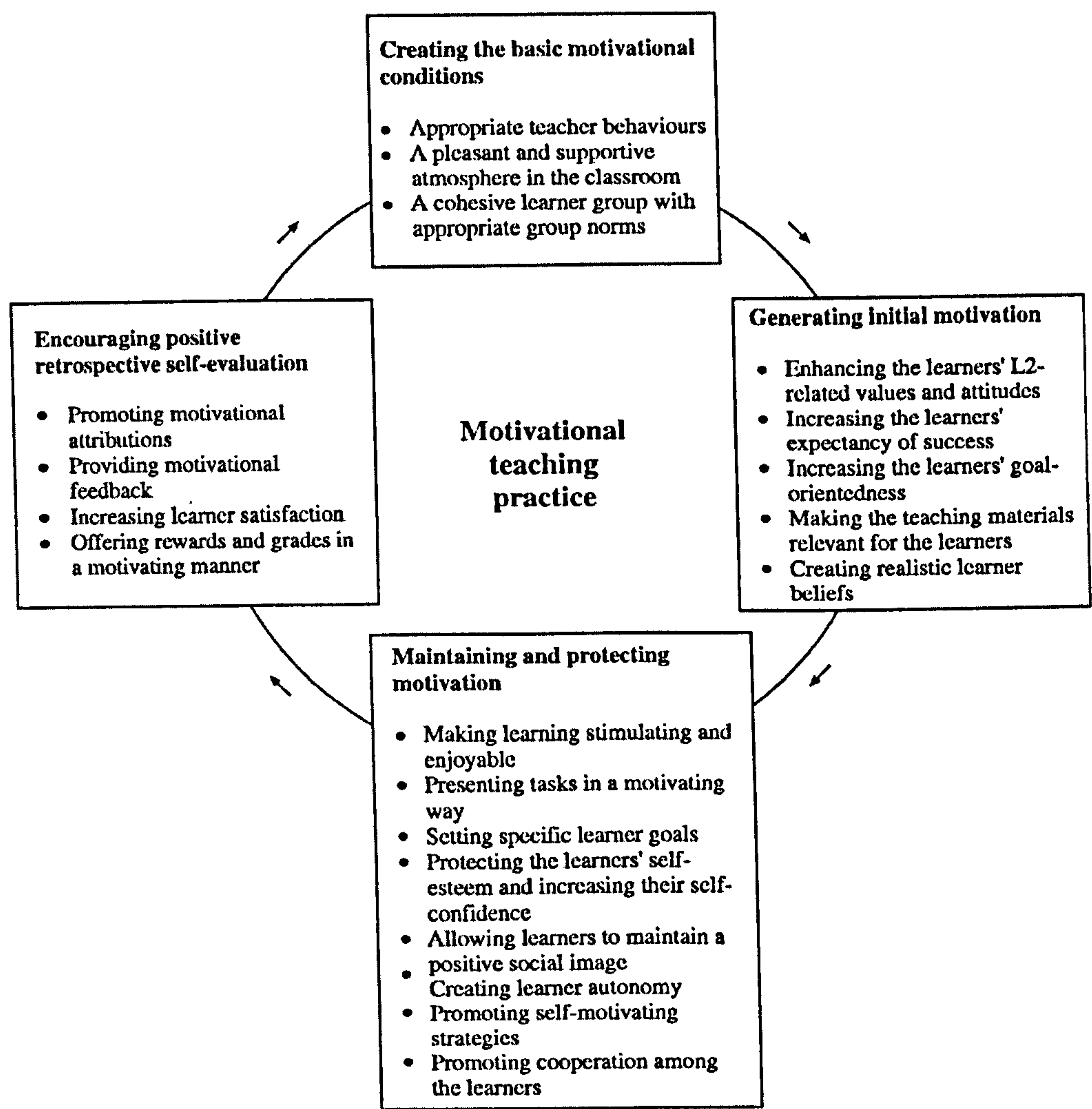


Figure 6.1—Components of motivational teaching practice in the L2 classroom (Dörnyei, 2001b:29; 2003b:24)

Secondly, the results of investigating the role of English today in the study show that both the teachers and the majority of the students face something of a dilemma in following the notion of English as an international language in the English language classroom practically, although most of them are aware of the EIL concept. As an English language learner and teacher myself, I feel that I am among one of them. Although there is no direct or absolute answer or solution for this Catch-22 situation, here I would like to make the following suggestion which hopefully will inspire some ELT professionals. Since each context is different, I believe that the local ELT professionals (teachers and educators etc.) are likely to have a better understanding of the situation than others do. The local ELT professionals then have a responsibility to listen to the students. It is important to follow the most 'appropriate' model based on the students' needs and wants. Taking Taiwan for an example, if university students require attainment of English native speaker competence for their future prosperity, perhaps the ELT professionals could follow the varieties of ENL (e.g. American English) as a starting point. However, meanwhile, it is also important to raise the students' awareness of varieties of Englishes including English as a lingua franca (ELF). As Prodromou (2007b:10) argues:

In the real world, they (*learners*) will not only

have to deal with other L2-users; they will need to be effective in linguistic contexts where the command of the core of Standard English (minus culturally opaque idioms) is an advantage. We will prepare them to cope with the maximum range of contexts and interlocutors, be they L1- or L2-users of the language. We move from a view of English as 'model', to language as a process of acquiring maximum 'linguistic capital'.

Apart from learners, teachers' awareness raising is crucial as well since teachers play an important role in the English language classroom, as discussed earlier. Jenkins (2006) argues that one of the reasons that the notion of teaching English as a lingua franca has not yet influenced language teaching in practice is because teacher training programmes place less emphasis on the issue. Chien (2007:5) also suggests that "[t]here must be a concerted effort to broaden teacher education to include methodologies that raise awareness of both local and global perspectives within the Taiwan context". This awareness raising needs to be addressed in both pre-service and in-service teacher education. For instance, one of the optional MA modules provided by my department (Centre for Applied Linguistics) at Warwick University is 'English as an International Language (EIL)'. The aim of this module is to "develop students' understanding of key theoretical concepts and particular international settings and to enhance their appreciation of ways in which such an understanding can inform ELT practice".

This kind of input gives English teachers (both experienced and less experienced) some implications of the spread of English, varieties of Englishes and the complex decisions which they may have to make in their own teaching context.

As Seidlhofer (2004:228) argues:

Rather than just being trained in a restricted set of pre-formulated techniques for specific teaching contexts, teachers will need a more comprehensive education which enables them to judge the implications of the ELF phenomenon for their own teaching contexts and to adapt their teaching to the particular requirements of their learners.

Furthermore, she cites McKay (2002) suggesting the following teaching goals and approaches for English instructors to follow in the classroom:

Goals:

1. Ensuring intelligibility rather than insisting on correctness
2. Helping learners develop interaction strategies that will promote comity
(friendly relations)
3. Fostering textual competence (reading and writing skills for learner-selected purposes)

Approaches:

1. Sensitivity in the choice of cultural content in materials
2. Reflexivity in pedagogical procedures
3. Respect for the local culture of learning (McKay, 2002, cited in Seidlhofer, 2004:226)

6.6 Personal Reflection on the Research Journey

At the end of the thesis, I would like to reflect on my own journey of doing this study as a researcher and an English language teacher. Before enrolling in the EdD (Doctor of Education) in ELT and Applied Linguistics programme, I only had an experience of conducting small scale research when I was doing my master's degree in TESOL. I had very basic and little knowledge about research actually. In the beginning of the EdD programme, although I had some thoughts about my study which were derived from my own English learning and teaching experience, I believe that I did not have the 'skill', 'knowledge' and perhaps 'confidence' for doing my 'own' research. In the first year of the programme, the research and specialist modules I took really benefited my thinking towards what research was. After that, in year two, I started my own research stepping into the field to apply the knowledge I learnt from the modules. There were times I really doubted whether I could complete my data collection successfully because some

unexpected incidents happened during the process. For instance, the piloting results showed that reliability for some questionnaire items was low. Fortunately, the data collection went well for me, for which I cannot thank my former colleagues, students and teachers enough for their support and help. When I thought that the toughest time had already passed, I did not expect that the writing up was in fact the most difficult job for me! I had to do my best to concentrate, 'think' how to organise my thesis logically and write like an English native speaker without any grammatical errors (which I really doubt whether most English native speakers can do or not!) or Chinese English. There were times I really wanted to give up and leave this all behind; however, I kept telling myself that I could do it and I should have faith in myself. Without any doubt, this research journey is a crucial turning point for me from several perspectives. First of all, I believe that my identity has shifted from a 'research student' to a 'researcher' in the process. In the beginning of the journey, I always thought that I was just a research student learning how to do research. However, now, I think I have to position myself as a researcher with confidence since I have completed my own research. This shift seems to reflect the concept of the *ideal self* which refers to "the representation of the attributes that someone would ideally like to possess (i.e., representation of hopes, aspirations, or wishes)" (Higgins, 1987,

cited in Dörnyei, 2005:100) and is the foundation of Dörnyei's (2005) notion of Ideal L2 Self. In other words, I was getting closer to my ideal self during the process. Secondly, the journey has benefited my thinking towards research, L2 motivation and English as an international language. I will endeavour to continue doing research which is related to L2 motivation and EIL and hopefully will be able to make some contributions to the fields. Last but not least, on a very personal level, the experience of doing my doctoral and master's degrees in the UK for almost five years has equipped me with competence in thinking and approaching various things 'critically'. In Taiwan, because of the exam-orientated system, students normally have to memorise the contents in order to pass many exams. The students seem to lack real and critical thinking. I believe that I was among one of them before I had an opportunity to study abroad. However, I think I have become a critical and independent thinker now.

In terms of teaching English in the classroom practically, I have also benefited from doing the study in different ways. Firstly, as I mentioned in Chapter One (see Section 1.3.2), when I was teaching English majors at a technology university in Taiwan, at the beginning of each module which I taught, I always asked my students to introduce themselves in English and state their reasons for

studying English. Although I might have some idea about their motivation for studying English, the things that I really did not realise were probably what they were thinking and how to deal with their changes in motivation based on their needs and wants. The findings of this study make me think about these issues and hopefully I will know how to deal with them after I go back to teach at university in Taiwan. Secondly, although I tried to raise my students' awareness of the notion of English as an international language when I was teaching, I did not realise that I was in fact still following the varieties of ENL (American English) in the classroom. I 'thought' that I was teaching English as an international language. At this moment, I still do not know how I will deal with this issue in practice after I go back; however, as suggested in Section 6.5, finding the most appropriate model based on students' needs and wants is probably a good starting point. Meanwhile, raising their awareness of varieties of Englishes and equipping them with the competence to cope with different contexts and interlocutors are perhaps the best way to foster them to become global citizens in the 21st century.

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Appendix 1: Questionnaire (1st version)

A. Background Information 背景資料(Please tick ✓ appropriate box)(勾選)

1. Gender(性別): ☐ Male (男) ☐ Female (女)
2. Are you an English major student? (請問您是英語系的學生嗎?)
☐ Yes (是) ☐ No (不是) which major (科系): _____
3. Have you ever stayed or studied in a foreign country?
(您曾經在國外居住或就學過嗎?)
☐ Yes (是) ☐ No (否)
If the answer is YES, (You can use either English or Chinese.)
如果您曾經在國外居住過 請問... (可用中文或英文)
Which country? (哪一國?) _____
How long? (多久?) _____

B. Learning Orientation 學習方向

The following statements aim to describe your motives for studying English at university. There is no right or wrong answer. Please indicate how strongly you agree or disagree with the following statements by circling the appropriate number. (1=Strongly Disagree...5=Strongly Agree) 下面的敘述是關於您在大學學習英語的動機。答案並沒有任何的對或錯。請圈選(○)最符合您心中想法的答案。(1=非常不同意...5=非常同意)

| 1=非常不同意..... | 2=不同意..... | 3=沒意見..... | 4=同意..... | 5=非常同意 | |
|---|------------|------------|-----------|--------|---|
| 4. I enjoy learning English. (我喜歡學習英語。) | 1 | 2 | 3 | 4 | 5 |
| 5. I study English so that I can get a better job. (我學習英語因為我可以找到更好的工作。) | 1 | 2 | 3 | 4 | 5 |
| 6. I study English because I want to travel/study abroad. (我學習英語因為我想要到國外旅遊或讀書。) | 1 | 2 | 3 | 4 | 5 |
| 7. I study English because of university policy or curriculum. (我學習英語是因為學校政策或課程安排的關係。) | 1 | 2 | 3 | 4 | 5 |
| 8. I study English because I enjoy the feeling when I speak English. (我學習英語因為我喜歡說英語的感覺。) | 1 | 2 | 3 | 4 | 5 |

(More statements on the next page) 下頁還有敘述

1=非常不同意..... 2=不同意..... 3=沒意見..... 4=同意..... 5=非常同意

9. I study English because it will enable me to understand my specialty subject.

12345

(我學習英語因為它可以讓我了解我的專業科目。)
10. I study English because it will enable me to better understand foreign cultures.

12345

(我學習英語因為它可以讓我更了解外國的文化。)
11. I study English because my parents push me to do so.

12345

(我學習英語因為我父母逼我的。)
12. I study English because succeeding in English brings me confidence.

12345

(我學習英語因為學好英文讓我有信心。)
13. I study English because it will enable me to broaden my view.

12345

(我學習英語因為它可以讓我增廣見聞。)
14. I study English because it will enable me to meet and converse with more and varied people.

12345

(我學習英語因為它可以讓我和許多不同的人溝通。)
15. I study English because I need it to pass exams.

12345

(我學習英語因為我必須要通過考試。)

C. Motivation Change 學習動機變化

17. While studying at university, has your motivation for learning English changed in any way? If so, in what ways has it changed, and why? Can you give some reasons? (You can use either English or Chinese.) 當您在大學學習英語時，請問您的學習動機有任何的改變嗎？如果有，請問是如何改變的？為何會改變？請敘述其影響的原因。 可用中文或英文。

More questions on the next page. 下頁還有問題

D. English Today 今日英語

This section is about your perceptions of the role of English in the world today. There is no right or wrong answer. Please indicate how strongly you agree or disagree with the following statements by circling the appropriate number. (1=Strongly Disagree...5=Strongly Agree)

下面的敘述是有關於您對英語在現今世界上的地位及想法。答案並沒有任何對或錯。請圈選(○)最符合您心中想法的答案。(1=非常不同意...5=非常同意)

| | | | | |
|--------------|------------|------------|-----------|--------|
| 1=非常不同意..... | 2=不同意..... | 3=沒意見..... | 4=同意..... | 5=非常同意 |
|--------------|------------|------------|-----------|--------|

18. English belongs to the UK/USA.
(英語屬於英國或美國。)

1 2 3 4 5
19. It is native speakers' right to decide how English should be used.
(以英語為母語的人可以決定如何使用英語。)

1 2 3 4 5
20. If English is used differently from British or American English, it must be wrong.
(如果英語不同於英式英語或美式英語就是錯的。)

1 2 3 4 5
21. Standard English means British or American English.
(標準英語意味英式英語或美式英語。)

1 2 3 4 5
22. It is better to have many different kinds of Englishes in the world.
(世界上應該有多種不同的英語比較好。)

1 2 3 4 5
23. Imitating how native speakers use English is most important in learning English.
(模仿以英語為母語的人講英文是學習英語中最重要的。)

1 2 3 4 5
24. I will try my best to get rid of my Chinese accent.
(我會盡最大努力來擺脫我說英語的中文口音。)

1 2 3 4 5
25. English belongs to anyone who attempts to speak the language.
(英文屬於任何一個嘗試要說它的人。)

1 2 3 4 5
26. Is there any comment regarding your attitude to learning English?
(請問您對學習英語還有任何的想法嗎?)

Thank you very much for your time! 謝謝您的時間!

Appendix 2: Questionnaire (final version)

A. Background Information 背景資料(Please tick √ appropriate box)(勾選)

1. Gender(性別): ☐ Male (男) ☐ Female (女)
2. Are you an English major student? (請問您是英語系的學生嗎?)
☐ Yes (是) ☐ No (不是) which major (科系):_____
3. Have you ever stayed or studied in a foreign country?
(您曾經在國外居住或就學過嗎?)
☐ Yes (是) ☐ No (否)
If the answer is YES, (You can use either English or Chinese.)
如果您曾經在國外居住過 請問... (可用中文或英文)
Which country? (哪一國?) _____
How long? (多久?) _____

B. Learning Orientation 學習方向

The following statements aim to describe your motives for studying English at university. There is no right or wrong answer. Please indicate how strongly you agree or disagree with the following statements by circling the appropriate number. (1=Strongly Disagree...4=Strongly Agree) 下面的敘述是關於您在大學學習英語的動機。答案並沒有任何的對或錯。請圈選(○)最符合您心中想法的答案。(1=非常不同意...4=非常同意)

| 1=非常不同意..... | 2=不同意..... | 3=同意..... | 4=非常同意 |
|---|------------|-----------|---------|
| 4. I enjoy learning English. (我喜歡學習英語。) | | | 1 2 3 4 |
| 5. I study English so that I can get a better job. (我學習英語因為我可以找到更好的工作。) | | | 1 2 3 4 |
| 6. I study English because I want to travel/study abroad. (我學習英語因為我想要到國外旅遊或讀書。) | | | 1 2 3 4 |
| 7. I study English because of university policy or curriculum. (我學習英語是因為學校政策或課程安排的關係。) | | | 1 2 3 4 |
| 8. I study English because I enjoy the feeling when I speak English. (我學習英語因為我喜歡說英語的感覺。) | | | 1 2 3 4 |

(More statements on the next page) 下頁還有敘述

| | | | |
|--------------|------------|-----------|--------|
| 1=非常不同意..... | 2=不同意..... | 3=同意..... | 4=非常同意 |
|--------------|------------|-----------|--------|

9. I study English because it will enable me to understand my specialty subject.

1234

(我學習英語因為它可以讓我了解我的專業科目。)
10. I study English because it will enable me to better understand foreign cultures.

1234

(我學習英語因為它可以讓我更了解外國的文化。)
11. I study English because my parents push me to do so.

1234

(我學習英語因為我父母逼我的。)
12. I study English because succeeding in English brings me confidence.

1234

(我學習英語因為學好英文讓我有信心。)
13. I study English because it will help me to obtain a higher paying job.

1234

(我學習英語因為它可以讓我找到薪水更高的工作。)
14. I study English because it will enable me to meet and converse with more and varied people.

1234

(我學習英語因為它可以讓我和許多不同的人溝通。)
15. I study English because I need it to pass exams.

1234

(我學習英語因為我必須要通過考試。)
16. I study English because it will enable me to broaden my view.

1234

(我學習英語因為它可以讓我增廣見聞。)

C. Motivation Change 學習動機變化

17. While studying at university, has your motivation for learning English changed in any way? If so, in what ways has it changed, and why? Can you give some reasons? (You can use either English or Chinese.) 當您在大學學習英語時，請問您的學習動機有任何的改變嗎? 如果有，請問是如何改變的? 為何會改變? 請敘述其影響的原因。 可用中文或英文。

More questions on the next page. 下頁還有問題

D. English Today 今日英語

This section is about your perceptions of the role of English in the world today. There is no right or wrong answer. Please indicate how strongly you agree or disagree with the following statements by circling the appropriate number. (1=Strongly Disagree...4=Strongly Agree)

下面的敘述是有關於您對英語在現今世界上的地位及想法。答案並沒有任何對或錯。請圈選(○)最符合您心中想法的答案。(1=非常不同意...4=非常同意)

| | | | |
|--------------|------------|-----------|--------|
| 1=非常不同意..... | 2=不同意..... | 3=同意..... | 4=非常同意 |
|--------------|------------|-----------|--------|

18. English belongs to the UK/USA. 1 2 3 4

(英語屬於英國或美國。)

19. It is native speakers' right to decide how English should be used. 1 2 3 4

(以英語為母語的人可以決定如何使用英語。)

20. If English is used differently from British or American English, it must be wrong. 1 2 3 4

(如果英語不同於英式英語或美式英語就是錯的。)

21. Standard English means British or American English. 1 2 3 4

(標準英語意味英式英語或美式英語。)

22. It is better to have many different kinds of Englishes in the world. 1 2 3 4

(世界上應該有多種不同的英語比較好。)

23. Imitating how native speakers use English is most important in learning English. 1 2 3 4

(模仿以英語為母語的人講英文是學習英語中最重要的。)

24. I will try my best to get rid of my Chinese accent. 1 2 3 4

(我會盡最大努力來擺脫我說英語的中文口音。)

25. English belongs to anyone who attempts to speak the language. 1 2 3 4

(英文屬於任何一個嘗試要說它的人。)

26. Is there any comment regarding your attitude to learning English?

(請問您對學習英語還有任何的想法嗎?)

Thank you very much for your time! 謝謝您的時間!

Appendix 3: Reliability (Spearman’s rho Correlation Analysis)

■ Item B4 (I enjoy learning English)

| Correlations | | | mot1 pilot1 | mot1 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot1_pilot1 | Correlation Coefficient | 1.000 | .510** |
| | | Sig. (2-tailed) | . | .008 |
| | | N | 26 | 26 |
| | mot1_pilot2 | Correlation Coefficient | .510** | 1.000 |
| | | Sig. (2-tailed) | .008 | . |
| | | N | 26 | 26 |

** . Correlation is significant at the 0.01 level (2-tailed).

■ Item B5 (I study English so that I can get a better job)

| Correlations | | | mot2 pilot1 | mot2 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot2_pilot1 | Correlation Coefficient | 1.000 | -.152 |
| | | Sig. (2-tailed) | . | .459 |
| | | N | 26 | 26 |
| | mot2_pilot2 | Correlation Coefficient | -.152 | 1.000 |
| | | Sig. (2-tailed) | .459 | . |
| | | N | 26 | 26 |

■ Item B6 (I study English because I want to travel/study abroad)

| Correlations | | | mot3 pilot1 | mot3 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot3_pilot1 | Correlation Coefficient | 1.000 | .079 |
| | | Sig. (2-tailed) | . | .702 |
| | | N | 26 | 26 |
| | mot3_pilot2 | Correlation Coefficient | .079 | 1.000 |
| | | Sig. (2-tailed) | .702 | . |
| | | N | 26 | 26 |

■ **Item B7 (I study English because of university policy or curriculum)**

| Correlations | | | mot4 pilot1 | mot4 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot4_pilot1 | Correlation Coefficient | 1.000 | .331 |
| | | Sig. (2-tailed) | . | .099 |
| | | N | 26 | 26 |
| | mot4_pilot2 | Correlation Coefficient | .331 | 1.000 |
| | | Sig. (2-tailed) | .099 | . |
| | | N | 26 | 26 |

■ **Item B8 (I study English because I enjoy the feeling when I speak)**

| Correlations | | | mot5 pilot1 | mot5 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot5_pilot1 | Correlation Coefficient | 1.000 | .003 |
| | | Sig. (2-tailed) | . | .987 |
| | | N | 26 | 26 |
| | mot5_pilot2 | Correlation Coefficient | .003 | 1.000 |
| | | Sig. (2-tailed) | .987 | . |
| | | N | 26 | 26 |

■ **Item B9 (I study English because it will enable me to understand my specialty subject)**

| Correlations | | | mot6 pilot1 | mot6 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot6_pilot1 | Correlation Coefficient | 1.000 | .394* |
| | | Sig. (2-tailed) | . | .046 |
| | | N | 26 | 26 |
| | mot6_pilot2 | Correlation Coefficient | .394* | 1.000 |
| | | Sig. (2-tailed) | .046 | . |
| | | N | 26 | 26 |

*. Correlation is significant at the 0.05 level (2-tailed).

- **Item B10 (I study English because it will enable me to better understand foreign cultures)**

| Correlations | | | mot7 pilot1 | mot7 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot7_pilot1 | Correlation Coefficient | 1.000 | .038 |
| | | Sig. (2-tailed) | . | .852 |
| | | N | 26 | 26 |
| | mot7_pilot2 | Correlation Coefficient | .038 | 1.000 |
| | | Sig. (2-tailed) | .852 | . |
| | | N | 26 | 26 |

- **Item B11 (I study English because my parents push me to do so)**

| Correlations | | | mot8 pilot1 | mot8 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot8_pilot1 | Correlation Coefficient | 1.000 | .319 |
| | | Sig. (2-tailed) | . | .112 |
| | | N | 26 | 26 |
| | mot8_pilot2 | Correlation Coefficient | .319 | 1.000 |
| | | Sig. (2-tailed) | .112 | . |
| | | N | 26 | 26 |

- **Item B12 (I study English because succeeding in English brings me confidence)**

| Correlations | | | mot9 pilot1 | mot9 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | mot9_pilot1 | Correlation Coefficient | 1.000 | -.006 |
| | | Sig. (2-tailed) | . | .976 |
| | | N | 26 | 26 |
| | mot9_pilot2 | Correlation Coefficient | -.006 | 1.000 |
| | | Sig. (2-tailed) | .976 | . |
| | | N | 26 | 26 |

■ **Item B13 (I study English because it will enable me to broaden my view)**

| Correlations | | | mot10_pilot1 | mot10_pilot2 |
|----------------|--------------|-------------------------|--------------|--------------|
| Spearman's rho | mot10_pilot1 | Correlation Coefficient | 1.000 | .205 |
| | | Sig. (2-tailed) | . | .316 |
| | | N | 26 | 26 |
| | mot10_pilot2 | Correlation Coefficient | .205 | 1.000 |
| | | Sig. (2-tailed) | .316 | . |
| | | N | 26 | 26 |

■ **Item B14 (I study English because it will enable me to meet and converse with more and varied people)**

| Correlations | | | mot11_pilot1 | mot11_pilot2 |
|----------------|--------------|-------------------------|--------------|--------------|
| Spearman's rho | mot11_pilot1 | Correlation Coefficient | 1.000 | .101 |
| | | Sig. (2-tailed) | . | .622 |
| | | N | 26 | 26 |
| | mot11_pilot2 | Correlation Coefficient | .101 | 1.000 |
| | | Sig. (2-tailed) | .622 | . |
| | | N | 26 | 26 |

■ **Item B15 (I study English because I need it to pass exams)**

| Correlations | | | mot12_pilot1 | mot12_pilot2 |
|----------------|--------------|-------------------------|--------------|--------------|
| Spearman's rho | mot12_pilot1 | Correlation Coefficient | 1.000 | .306 |
| | | Sig. (2-tailed) | . | .129 |
| | | N | 26 | 26 |
| | mot12_pilot2 | Correlation Coefficient | .306 | 1.000 |
| | | Sig. (2-tailed) | .129 | . |
| | | N | 26 | 26 |

■ Item D18 (English belongs to the UK/USA)

| Correlations | | | EIL1 pilot1 | EIL1 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | EIL1_pilot1 | Correlation Coefficient | 1.000 | -.017 |
| | | Sig. (2-tailed) | . | .934 |
| | | N | 26 | 26 |
| | EIL1_pilot2 | Correlation Coefficient | -.017 | 1.000 |
| | | Sig. (2-tailed) | .934 | . |
| | | N | 26 | 26 |

■ Item D19 (It is native speakers' right to decide how English should be used)

| Correlations | | | EIL2 pilot1 | EIL2 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | EIL2_pilot1 | Correlation Coefficient | 1.000 | .208 |
| | | Sig. (2-tailed) | . | .308 |
| | | N | 26 | 26 |
| | EIL2_pilot2 | Correlation Coefficient | .208 | 1.000 |
| | | Sig. (2-tailed) | .308 | . |
| | | N | 26 | 26 |

■ Item D20 (If English is used differently from British or American English, it must be wrong)

| Correlations | | | EIL3 pilot1 | EIL3 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | EIL3_pilot1 | Correlation Coefficient | 1.000 | -.139 |
| | | Sig. (2-tailed) | . | .499 |
| | | N | 26 | 26 |
| | EIL3_pilot2 | Correlation Coefficient | -.139 | 1.000 |
| | | Sig. (2-tailed) | .499 | . |
| | | N | 26 | 26 |

■ Item D21 (Standard English means British or American English)

| Correlations | | | EIL4 pilot1 | EIL4 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | EIL4_pilot1 | Correlation Coefficient | 1.000 | .372 |
| | | Sig. (2-tailed) | . | .067 |
| | | N | 26 | 25 |
| | EIL4_pilot2 | Correlation Coefficient | .372 | 1.000 |
| | | Sig. (2-tailed) | .067 | . |
| | | N | 25 | 25 |

■ Item D22 (It is better to have many different kinds of Englishes in the world)

| Correlations | | | EIL5 pilot1 | EIL5 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | EIL5_pilot1 | Correlation Coefficient | 1.000 | -.106 |
| | | Sig. (2-tailed) | . | .606 |
| | | N | 26 | 26 |
| | EIL5_pilot2 | Correlation Coefficient | -.106 | 1.000 |
| | | Sig. (2-tailed) | .606 | . |
| | | N | 26 | 26 |

■ Item D23 (Imitating how native speakers use English is most important in learning English)

| Correlations | | | EIL6 pilot1 | EIL6 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | EIL6_pilot1 | Correlation Coefficient | 1.000 | .382 |
| | | Sig. (2-tailed) | . | .054 |
| | | N | 26 | 26 |
| | EIL6_pilot2 | Correlation Coefficient | .382 | 1.000 |
| | | Sig. (2-tailed) | .054 | . |
| | | N | 26 | 26 |

■ Item D24 (I will try my best to get rid of my Chinese accent)

| Correlations | | | EIL7 pilot1 | EIL7 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | EIL7_pilot1 | Correlation Coefficient | 1.000 | .139 |
| | | Sig. (2-tailed) | . | .498 |
| | | N | 26 | 26 |
| | EIL7_pilot2 | Correlation Coefficient | .139 | 1.000 |
| | | Sig. (2-tailed) | .498 | . |
| | | N | 26 | 26 |

■ Item D25 (English belongs to anyone who attempts to speak the language)

| Correlations | | | EIL8 pilot1 | EIL8 pilot2 |
|----------------|-------------|-------------------------|-------------|-------------|
| Spearman's rho | EIL8_pilot1 | Correlation Coefficient | 1.000 | -.058 |
| | | Sig. (2-tailed) | . | .778 |
| | | N | 26 | 26 |
| | EIL8_pilot2 | Correlation Coefficient | -.058 | 1.000 |
| | | Sig. (2-tailed) | .778 | . |
| | | N | 26 | 26 |

Appendix 4: Focus Group Interview Extracts

Extract A

IE1: I was teaching English to non-English-major students at a comprehensive university. The English language module was a compulsory requirement for the freshmen (1st year students), so the students had low motivation because they were forced to take the module. I was also teaching some optional modules. The students who took the optional modules had higher motivation and tended to do better overall. Due to the freshmen's low motivation for studying English, I had to do my best to 'amuse' them. However, I did not have to do anything to encourage the students who took the optional modules to attend the lectures. They were doing quite well actually. I think compulsory or optional modules are an important factor affecting students' learning motivation.

IE2: In my case, non-majors tend to have higher motivation if they can choose modules they like. In terms of English majors, I think they are quite motivated in doing their compulsory modules. If they do not pass these compulsory modules, they will need to redo them again. This might affect the modules they are going to take in year two or year three, so they have to be serious. However, if non-majors fail the compulsory module, although they know that they are going to redo it, they still have low motivation because they know they will pass anyway.

Extract B

IR: What do you think English majors' and non-majors' motivation for studying English?

IE3: I think that English majors study English because of further education (a master's degree). They tend to focus on what they want to do in the future. For example, if they take a translation module, they will probably do something about translation later. However, non-majors take optional English modules mainly because of their interest, an entertainment purpose, or a desire to travel or study abroad. Some non-majors even just want to show off to other students that they can speak English. I feel that non-majors study English mainly for 'social' reasons, not 'academic' reasons.

Extract C

IR: Did you experience any students' motivational changes during their learning process when you were teaching?

- IE4: It happened in my conversation class. In the beginning, they (students) thought that English had nothing to do with them because they (especially from the design department) were all technology university students. They started skipping classes from the beginning until the mid-term exam. Before the mid-term exam, I told them that “I know this is very difficult for you. How about having an English song contest for the mid-term exam instead? But I will give you a topic, and you will have to design the content yourself.” They did it very well.....In the end, I was surprised that after the mid-term exam, the attendance rate went up. I believe that teachers’ teaching strategy does matter.
- IE1: When I was teaching the freshman English module, I could feel that my students felt bored. They did not want to learn. In the beginning, I asked them what they would like to learn and do. They said that they wanted to improve their listening and speaking because they had not had a lot of chances practising in high school. I tried to fulfil their needs. However, during the process, when they felt that their expectations were not met, their learning motivation changed negatively.
- IE2: I think that if teachers can choose some materials (contents) which are relevant to students’ daily life, for instance, movies, students will be more motivated and be willing to discuss in class. Then, the students might achieve something successfully.
- IE5: I chose the Economist for the module-Media English. In the beginning, the students always complained that the Economist was too difficult. The articles in the magazine were too difficult.....However, I tried to explain the historical background, and told them what the situation was. In the end, my students told me that they wanted to know more about the development of certain situations. Furthermore, some of them even subscribed to the Economist at the end of the module.

Extract D

IR: Do you think that English belong to certain countries or communities?

IE5: I think so. When mentioning the English language, students’ first impression would be the US and UK, not India or Australia. University curriculum also tends to comprise American and British cultural knowledge only, not African or Australian culture. When I was teaching business English, I did find out that there were various English accents (recording contents) in the material. The material aimed to raise students’ awareness of various English accents in the world so that they could involve in the business world successfully. That was the only time that students could realise there were various English accents differing from American English or British English.

IR: What is your own opinion?

IE5: My opinion is that although many people agree that there is no need to distinguish American English or British English and that English should be a *lingua franca* or an international language, if you have a chance to ask someone who is learning English that which accent he/she wants to achieve, he/she probably will not say an Indian accent. I believe that the person will still want to speak like an American or a British as an ultimate goal...

Appendix 5: Interview Samples

Sample A (a non-English-major student at a technology university)

IR: What is your motivation for studying English?

IE: Credits.

IR: Is it because of the university policy?

IE: Yes.

IR: So, it is a compulsory requirement for you?

IE: Yes. As well as this, a lot of books in my field are written in English. So, it is necessary to learn English.

IR: One of your motives is that you have to understand your specialist subjects?

IE: Yes.

IR: But the main reason for studying English is still because of the university policy?

IE: Yes.

IR: Any other thoughts? Do you feel like studying English?

IE: Well...not really. I failed the English module all three years in high school.

IR: How would you describe your motivation?

IE: I am only motivated in studying English before the exams.

IR: So, your motivation comes from external pressure.

IE: Yes. External factors play an important role.

IR: Does that mean that you do not want to learn English AT ALL?

IE: I would not say that. I still do some reading occasionally.

IR: Do you think your motivation has changed?

IE: No, not really.

IR: So, did teachers or curriculum influence your motivation?

IE: I think teachers did. But so far, the English teachers have been nice to me, so I would not say that I dislike English.

IR: What about exams?

IE: I feel that exams are pressure to push me to study.

IR: But you think it might not be a bad idea to have exams?

IE: Yes. We already get used to the system.

IR: What about curriculum?

IE: I do not think that curriculum has affected my motivation. Teachers have.

IR: So you think that teachers have influenced your motivation the most.

IE: Yes.

IR: Have you ever thought about an issue that English belongs to certain countries or communities?

IE: No. I do not think that English belongs to any country. It is a communication tool

and is widely used by everyone. English is used in a lot of countries today.

IR: So, you are not in favour of any particular English (British or American English?)

IE: No.

IR: So, you think that English is an international language?

IE: Yes! If you have an opportunity to go abroad, you do not have to understand the local language. You can always use English for communication.

IR: In this case, when you study English, do you think that you need to understand some English native speakers' culture, for instance, British or American culture?

IE: I think you can find some cultural elements in books, magazines or newspapers inevitably.

IR: So, you think you have chances to acquire English native speakers' cultural knowledge?

IE: Yes.

IR: Do you think it is necessary?

IE: Necessary to understand their culture?

IR: Yes.

IE: I think so. The world is a global village now. It is necessary to understand other cultures.

IR: So, it might not just American or British culture.

IE: No.

IR: You want to use English to understand other cultures as well?

IE: Yes!

IR: Any other comments or thoughts?

IE: I think the curriculum design of our university is not bad. The curriculum aims to help the students to pass GEPT (General English Proficiency Test) which is recognised and authorised by the government. Since the students can have the training at university, there is no need to go to private institutes or cram schools to prepare for the test.

IR: But on the other hand, you still feel pressure to learn English because of the university policy.

IE: Yes.

IR: Anything else?

IE: No. That is it.

Sample B (an English-major student at a comprehensive university)

IR: Why did you choose English as your major?

IE: I started learning English in elementary school and developing my interest. Continuously, I had this interest in high school and had fun when studying English. That is why I chose English as my major.

IR: So, you have no intention to do other subjects?

IE: That is right. Another reason is that I am not very good at math and science. The only subject I like is English. So, I want to do something which is my interest.

IR: So, it is interest-orientated?

IE: Yes!

IR: Any other motives?

IE: I feel that English is very interesting and motives me to learn it.

IR: For example?

IE: Well...I think that linguistics is very interesting. I can understand how English was formed (syntax and vocabulary). Also, I think it is very useful if I go to other countries.

IR: You mean travelling?

IE: Yes, travelling.

IR: So you have high motivation for studying English?

IE: Yes! It is my interest.

IR: Do you think that there is any influence affecting your learning motivation?

IE: Yes. My parents and some of my relatives think that I will not have a promising career if I study English. But I do not care about what they think. I do it my way.

IR: So, your parents and relatives do not approve your decision?

IE: sort of...

IR: But it does not affect you?

IE: No, not really.

IR: Any other influences?

IE: So far, I think that our teachers are doing a good job to motivate us to learn. I like it.

IR: So you think that teachers have a positive influence on you?

IE: Yes. But sometimes I also feel that the pressure is high and I am worried that I can not stand it.

IR: What do you mean?

IE: For example, some teachers asked us to read 40 pages of a novel in a short time. I felt pressure and was worried that maybe I could not catch up.

IR: You mean pressure from the curriculum?

IE: Yes, it is too much for me sometimes.

IR: Any other influences that you can think of?

IE: No, not really.

IR: As you are an English major student, do you think that English belongs to certain countries or communities?

IE: I feel that although British English and American English are different in some ways (maybe accents), they are still the same language. I would not say that they are totally different.

IR: But do you think that the language still belongs to these two countries?

IE: Yes. Some accents and vocabulary are only used in certain contexts. British English is used by the British. American English is used by the American.

IR: My question is that do you think that English still belongs to these two countries?

IE: No! No! Some of my teachers mentioned that they spoke English when travelling to other countries, for instance, the European countries (Germany).

IR: So you do not think that English only belongs to the UK or US?

IE: No.

IR: It is a communication tool?

IE: Yes. If you do not understand the local language and you want to communicate, English is the only way.

IR: In this case, do you want to obtain some information or knowledge about Western culture, for example, British or American culture?

IE: Yes. That is another reason I decided to study at the English department. I want to explore different cultures.

IR: What culture do you want to explore?

IE: British and American culture.

IR: So you want to understand British and American culture?

IE: Yes. I want to read something about their literature and culture.

IR: Only these two countries?

IE: Yes, I think so.

IR: Is there anything you would like to add or say?

IE:

IR: You mentioned that curriculum pressure had a negative impact on you?

IE: Yes. Sometimes I feel that there is too much and I do not want to study anymore.

IR: So you feel bored.

IE: Yes.

IR: Also, you mentioned that English did not belong to any certain countries.

IE: That is right. English is used in many countries today. English is not only spoken or used in certain countries.

IR: But you want to have some knowledge about British and American culture?

IE: Yes. I want to read something about these two countries and their culture.

IR: Anything else?

IE: No.